

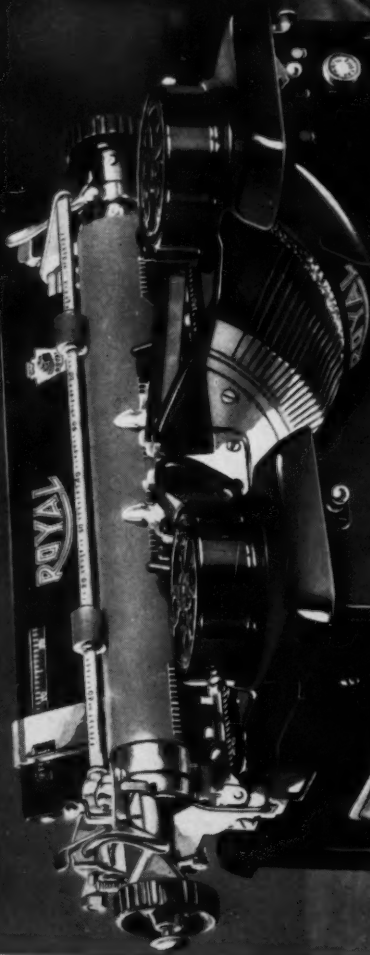
# THE BUSINESS EDUCATION WORLD



**JUNE 1933**  
**VOL. XIV-NO. 1**

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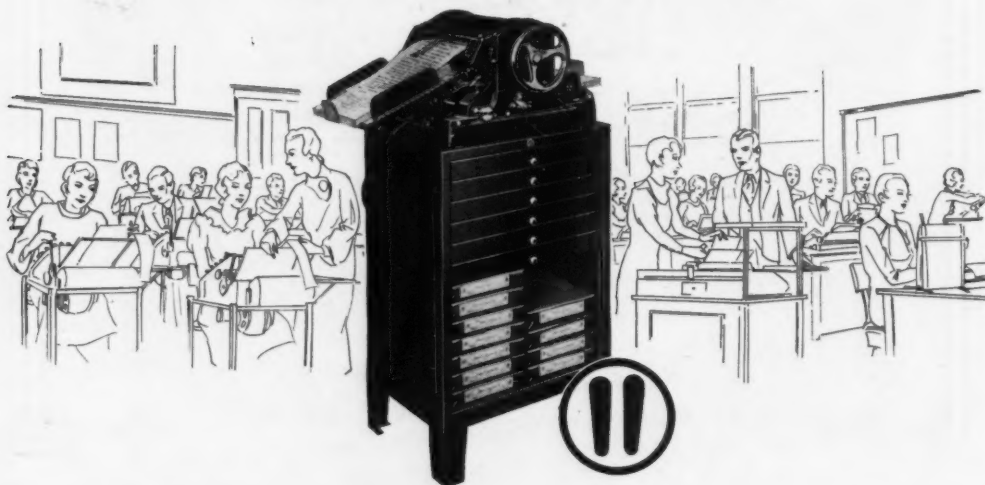
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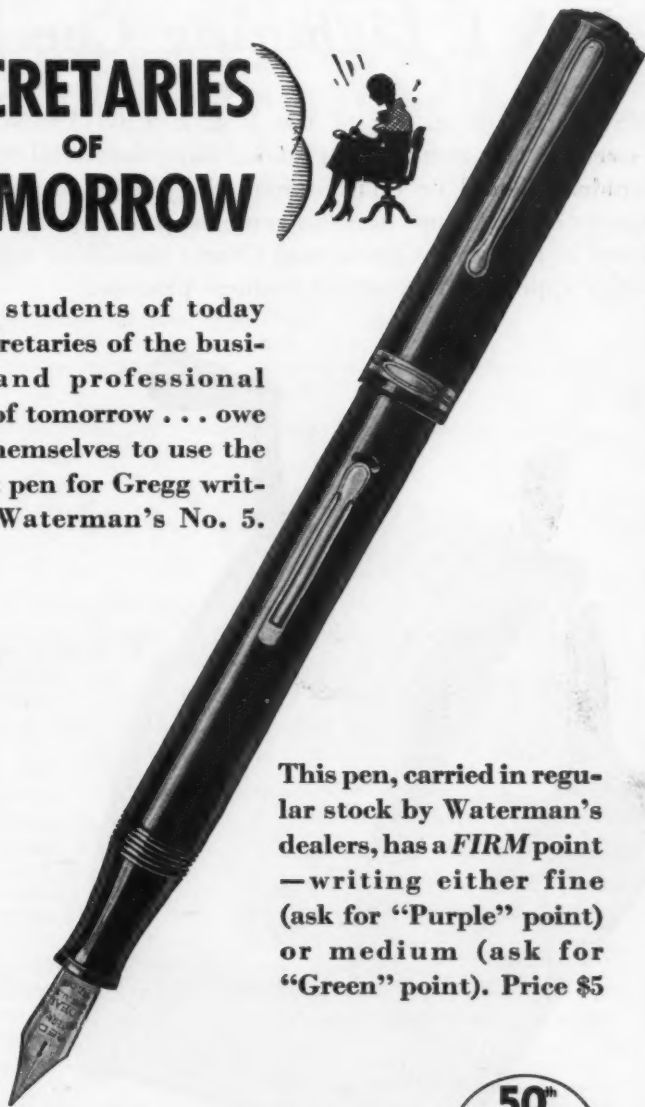




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# The BUSINESS EDUCATION WORLD

Successor to The American Shorthand Teacher

JOHN ROBERT GREGG, Editor

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Managing Editor

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Business Manager

270 Madison Avenue, New York, New York

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No. 10

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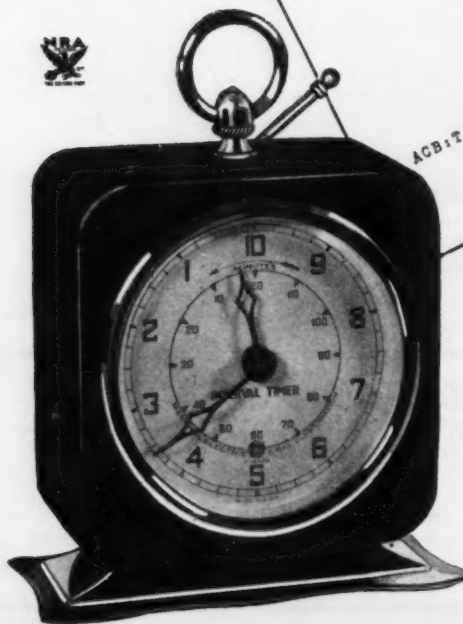
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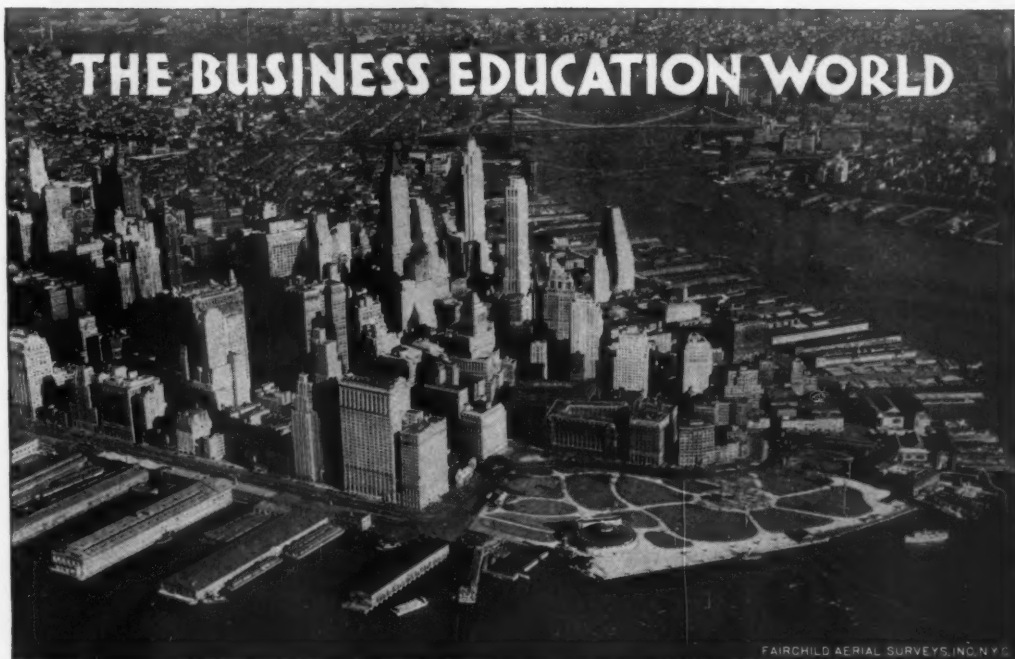
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# THE BUSINESS EDUCATION WORLD



Vol. XIV

June, 1934

No. 10

## The Social Responsibility of Business Education

By HAROLD G. SHIELDS

Assistant Dean, School of Commerce and Administration, University of Chicago

AS one views the present scene in business education in this country, it appears that business educators are divided into three classes—the blind, the dazzled, and the calm. The blind are obviously those who would continue to foster a type of business education which the current economic situation and technical progress have clearly outmoded—those who would continue a type of business education intended for horse-and-buggy days. The dazzled represent those who see, vaguely enough, the implications of our present business chaos, but who, panic-stricken, would throw overboard most of what con-

stitutes present-day business education without recognition of their own shortcomings in offering a new program of work. Commercial education suffers from the activities of both of these groups. In between these extremists is a perilously small band of workers in our field, calm and intellectually honest, who see that progress in commercial education will be made not by extreme swings to the right or to the left, who see that gains will be made not by an outright abandonment of much good experience that a half-century of business education has developed nor by a continuance of an outworn type of business education which is offered only because of various vested interests and because teachers have nothing else to give. If one were to summarize this paper at the outset, it would be that the major social

*Note:* Adapted from an address delivered before the Boston meeting of the Eastern Commercial Teachers Association, March 30, 1934. The complete address will be published in the Yearbook of that association.

responsibility of business education and its educators is simply the development of a kind of intellectual honesty which has been entirely too rare in the past. If we are to get beyond the stage of platitudes and wishful thinking and build a functional and real program of business education which will meet genuine vocational needs and at the same time fulfill the urgent and insistent demand for an upgrading of business intelligence on the part of great masses of people, business educators must avoid an ostrich-like attitude with respect to much that constitutes our field and do some clear thinking with respect to issues involving our social responsibility. . . .

What, then, can we in business education do to get our feet on the right track? Here are three steps: (a) the clarification of the relationships between vocational commercial education and what is now vaguely termed general business education; (b) the improvement of the teacher's own equipment; and (c) the education of the school administrator. The first two steps can, with concentrated attack, be taken care of in our own camps. The third step is a long pull, and success in its solution will be attained with considerable difference in time and circumstance.

### **Social Viewpoint Cannot Be Brought in Artificially**

One of our major problems is to recognize certain essential differences between vocational and general business education. The major burden of the teacher of the technique subjects is to train students by rigorously adapted teaching procedures and to utilize such opportunities as exist in various classroom situations to teach job responsibilities and social relationships in business. Such a task is important and delicate and requires skillful teaching; but it is incidental to the major attainment of correct habit fixation. The social point of view cannot be brought in artificially in the technique subjects, for no useful learning products will result from an imposed situation which is unreal. The adroit teacher of the techniques does not, however, have to rely on artificial devices; plenty of opportunity exists. The selection of appropriate dictation material, the granting of responsibility to students whenever possible, or the introduction of the contract method of teaching afford abundant and realistic ways for desirable character trait training and the development of social points of view. But these



HAROLD G. SHIELDS

suggestions relate to methods of teaching and not to the peculiar characteristics of the subject; it is possible to attain these ends in a class in auto mechanics as well as typewriting. The division of labor in commercial education with respect to the teaching of social-business relationships must be honestly recognized. The technique teacher must make his social contribution—and it is mightier than ordinarily supposed—through processes unconscious to the learner by the creation of the great values of doing a task well. A work attitude of this type is a precious educational product for the learner, even though it may not be formulated in high-sounding words. The large task of teaching social relationships in business rests in that neglected and now all too compartment-like field known as the social-business subjects. The teacher of the social-business subjects has the task of making the learner definitely conscious of social relationships in business, and even though the learning products are verbal rather than manual, real social business education is not effective unless desirable behavior change takes place.

### **Subject-Matter Training of Teacher Too Narrow**

The next task of the business teacher in the improvement of his own equipment is to enlarge his knowledge of that basic study, eco-

nomics. Economics is the alphabet of business and without some knowledge of that field it is impossible to read, write, or spell business. This knowledge of economics must not be of the routine textbook type (although a mastery of Alfred Marshall and Adam Smith are important) but rather should be of the kind of economics which is gained from wide study and observation and some contact with business problems beyond those of the limited kind obtained from a short stay in an office. The business teacher must, in addition to an adequate understanding of economics and accounting, have some appreciation of the problems of personnel, of marketing, of finance, of production, and of the risk-bearing structure of industry. It is assumed that his training in the principles of education, in educational psychology, and in the history of education should be sufficient to make him a competent teacher, but that his work in the field of educational methods should not be so extensive as to exclude basic training in his subject specialty. Studies which have been made of the training of teachers of business tend to indicate that training in the teaching of certain limited skills has been fairly adequate, but that general subject-matter training has been woefully narrow and meager. A teacher cannot teach what he does not know, however good his method may be.

#### **Administrators Must Know More about Business Education**

The last step concerns the education of the school administrator. Many school principals and superintendents have a rather sympathetic attitude toward business education; most of them are quite unaware of its major problems. A striking case in point is the frequent willingness on the administrator's part to permit the most basic subject in the business curriculum, economics, to be taught either in the history department or in the social science department of the secondary school. I am not interested in departmental struggles, but the real question is, which department of the secondary school can most adequately and realistically teach this subject? Apparently, those administratively responsible for the business curriculum think its heart and core can best be taught by a department other than that of business.

Frequently the school administrator thinks of the business department as something apart from the rest of the school. It is a place for

persons coming from families of low income or for problem cases with low intelligence. He may take great pride in its large enrollment, its active teaching staff, its splendid equipment, but more frequently than not he is quite unaware of its real problems. The real problem of the business department in the high school is the adequate training of a highly select group of vocational students and the offering of general business courses for all and not the offering of traditional courses for many who will in high probability not use such training. The business teacher needs all the tact and skill that he can muster to gradually educate the administrator to this point of view. Get your school administrator interested in studies of investment losses, of problems of home budgeting and purchasing, of time and money management, as well as studies of misapplied vocational commercial work, and the conclusion is inescapable.

#### **Both Producer and Consumer Education Must Be Taught**

From the point of view of the learner, we must be concerned with the student as both a producer and a consumer. This is, of course, confusing, since everyone is both a producer and a consumer and our capabilities as producers limit our capacities as consumers. We have made some contribution in the matter of training for production, even though the maladjustments mentioned before are recognized and even though our kind of education has been largely for urban and not rural use. We have frequently trained people who, although they possess skill as a result of their business training, lack the necessary maturity and judgment that must accompany these skills. Even with recognition of these shortcomings, business teachers may take some fair pride in their ability to train certain types of producers. In the direction of education in the field of consumption we have achieved but little. We have courses in salesmanship and advertising; we offer none in purchasing. We all know, in general, that the salesman and the advertiser are professional and skillful; that the consumer is an amateur and inadequately prepared to resist the tempting appeals which frequently lure him to purchase more than his income will permit. It is certainly true that production during the past three decades has increased more rapidly than good taste, all this being no doubt the result of our having done a better job at training producers than consumers. Education is frequently dull

and bookish; advertising, colorful and emotional. In many ways the problem of consumer education is a race between advertising and education, between the business teacher and the skilled and highly paid advertising expert.

Now all of this may be more confusing than it is inspiring or amusing. I have tried to incorporate in this paper most of the problems which are involved in the social responsibility of business education. We shall not solve these problems by a defensive attitude, by

building fences around our own little interests, or by long expositions on the cultural value of our field, or else we shall go the way of Latin and Greek. Rather, the solution lies in being intellectually honest, in doing a thorough job with a relatively small group of vocationally adequate commercial students, and by contributing our share toward the abolition of economic illiteracy in general, recognizing that these tasks are separate and distinct and that the best solution can come with that point of view in mind.

## Nothing But Service

### A Challenge to the Summer School Sessions

By LUCY STONE McCARTY

Sometime Instructor in Commercial Education, Summer Session, University of Pittsburgh; Teacher in Commercial Department, Schenley High School, Pittsburgh

**A**MONG the teachers and teachers-in-preparation throughout the country, there are countless numbers who must feel that the field in which they render service is sharply divided into two sections: first, one in which they feel confident of their original plans and remedial procedures; the other, one in which they feel themselves confronted with as many problems as they, as instructors, could possibly put before their students.

#### Teachers Attend Summer Sessions at Great Sacrifice

Here lies the challenge to the summer sessions of the various colleges, universities, and schools of education, for it is to these summer sessions that teachers turn for help in the solution of the troublous problems which confront them. Many a story of sacrificial effort lies hidden in the enrollments at these sessions, simply because a still, small voice within was a challenge to be better prepared than the year before for the responsibilities of caring for the education of the children and the adolescents entrusted to their keeping. The sacrifice is a willing one because, either consciously or unconsciously, they agree with Thomas Blaisdell, who, in the beautiful definition of education he has framed, declares that "nothing but service brings worthy living;" that "selfishness means sin." Attendance at summer school for such is but an outward evidence of a natural

consequence following the acceptance of the true teacher's philosophy.

Now it so happens that across the years I have sat sometimes on one side of the enrollment table and sometimes on the other. Some summers as a teacher-student I have written my check for tuition, have after careful deliberation selected my school, and have made the necessary arrangements for comfortable and convenient living quarters within the scope of my budget. Other summers, from the instructor's side I have listened to the desires and ambitions of students who had come from far and near to enroll in content or methods courses of which I was catalogued as instructor. Time and again has the realization forced itself upon me that only during the precious intimacies of conference hours, or through a challenge eagerly seized in lecture or discussion periods, would I even approximately fathom the depths of the seriousness of these summer session students.

#### What Services Are Due Them

Because I have been on both sides, it seems fitting that I both ask, and make an attempt to answer, a pertinent question, namely, what should a summer session attempt to accomplish for those in attendance?

Let us first look at the question from the point of view of the student-teacher. If I were enrolling in a content course, it would be



with the hope of acquiring certain definite information. If the course were my first study in a chosen field, I would know that I would learn more in an elementary than in an advanced course. However, paradoxical as the statement may seem, I am one of those simple strugglers for whom fundamentals are not easy of acquisition. While I would realize that, as a mature student, I might be expected to thrive on a less elementary mental diet, knowing myself, I would be aware of my inability to take foundational facts for granted. I would be aware of my tendency to go off on mental excursions when references are made to factual material that is not yet either fully or in part a working tool for me. Where, then, must I cast my lot, if the summer session is to have an opportunity really to help me in the attainment of my goal? Obviously, I must seek enrollment with the beginning thinkers in the content subject selected. But does it necessarily follow that all mature students should make a similar choice? Certainly not those who find their mental reward in leaping from peak to peak of accumulations of useful information. Such might justifiably regret an elementary course in which I could spend fruitful hours that would make it possible for me to find my own way through the content of a more advanced course in that particular field, were further formal enrollment impracticable. Is it too much to expect the summer session to meet this particular challenge by allowing students to choose new content courses in the light of what they know about their mental housekeeping?

### Trustworthy Advice Regarding Choice of Courses

On the other hand, I might have under consideration a course in "Educational Psychology" after I had been away from formal study in that particular field for several years, my only touch with the subject in that time being current literature on the subject. Or, in considering such a course I might weigh against it the value of further study of "Statistics of Business." Through disuse, because of pressure of other duties, I might find my recall knowledge limited so that I am unable to estimate its value as a basis for advanced study. In this situation, too, lies a challenge to the summer session to uphold me either in an honest choice between the two, or in deciding on an enrollment in both courses. In the event of my choice falling on but one, the course in

Educational Psychology, I should find my time profitably spent only if the course were organized and conducted on the assumption that the student body knew the current literature on the subject and could make use of it as a working tool. By the same token, had my choice been "Statistics of Business," I should get little or nothing out of the course if it assumed that I had tools in my possession of which I, myself, was scarcely more than aware. Yet I should find my time well invested if the principles of recall were adroitly called into play before forward steps were essayed; on the contrary, I should be a spendthrift if the period of recall were so prolonged as to leave no time for essential progress.

### Sympathetic Understanding of Each Student's Needs

All this time, while I was struggling with possible choices in the content field, I might find myself attracted by courses entirely unrelated to the field in which my professional duties lie. The list of such courses is legion, so I shall not be specific. I shall merely ask, why is it that my fancy is repeatedly directed to this course or that? Purely and simply because mine is a mental household that does its best professional thinking under pressure, if some of its mental energy is spent in study done for the sheer joy of study. Mine is the type of reasoning equipment that seems to work best when I allow myself freedom for considerable reading for the sake of background for study periods that in themselves are directly utilitarian. It might, therefore, be folly for me to build a summer session schedule that was devoid of some such contribution from the content list. Is it unreasonable for me to expect from the instructors and counselors for the session sympathetic understanding of problems incident to my decision?

Again, I might be a student considering enrollment in a course in methods or a group of such courses. Several factors might well affect my decision. For instance, it might be the only summer which I could spend on a given campus; I might be eager to experience the reactions of two or three different instructors with whose points of view I was already familiar through reading current educational literature; yet I might feel it wiser to take several methods courses under one instructor whose reputation for success on a secondary school level would make any sacrifice worth while in the light of profit if a similar associ-

ation with adolescent learners might subsequently be my fortune. Surely, I may expect an impartial statement of their judgment concerning my problem which would confirm my understanding of their procedures formed from the catalogue statements.

### **Program Set-Up Should Meet All Urgent Needs**

To carry my imaginings a step further, I might hope, through a summer session schedule to kill, as the saying goes, two or more birds with each stone. That is, I might seek the solution of troublous problems and yet find it necessary to make every course count toward a coveted master's degree. Under these circumstances, I should, not unreasonably, expect the summer session set-up to be such that my urgent needs would be met, while, at the same time, I would be able to earn credits that would dovetail with the credits of other courses towards fulfilling graduate degree requirements.

Thus do I state the case from the point of view of the imagined teacher-student, but how does the case look from the summer session instructor's side?

### **Instructor Should Merit the Complete Faith and Confidence of His Student**

Let us pretend that my students are pursuing a survey course, a principles course, or any one of the several methods courses. What may they reasonably expect of me, entirely apart from whether they are articulate in expressing their true aims or merely trustful that they will not meet with disappointment? First, they are entitled to a wholesome respect for me in my capacity as a student. There must be no appearance of sham or pretense in my professional life. They must have faith in my ready command of information on the subject or subjects of their choice and a confidence in my ability, as the need arises, to tap familiar sources to supplement that information. They should expect to find me, not possessed of a closed mental life, but a cheerful

and willing companion of those fortunate individuals who learn as they live.

### **Instructor Should Be Successfully Using the Method He Is Presenting**

Secondly, they should look to me as a reasonably successful teacher on the level for which I am catalogued as the instructor. A visit to my secondary school classes should reveal a pleasant atmosphere in which genuine learning is in process. If the visit of observation follows the summer work under my guidance, they must find me practicing with success what I preached as an instructor. If I advocate higher standards of accomplishment than theirs of the past, I must be able to present concrete evidence of my sincerity.

Thirdly, certain very definite aids are their rightful expectation at the conclusion of the course: closed doors open by demonstration; classes moving smoothly and pleasantly; learning clearly evidenced; yet, withal, the work set up not so as to discourage by unattainable results, but so as to instill in every summer session student confidence in his own ability to create and maintain a learning atmosphere as he guides and instructs the adolescents confided to his keeping. Assistance must be given in the details of lesson planning—especially that annoying detail of time distribution. Fair consideration must be given to problems of home study, motivation, and checking of completed work. Tests must be carefully discussed with respect to such details as form, length, administration, grading, and remedial follow-up, all in the light of the best present-day thought. The bearing of the laws of learning and of forgetting must come in, too, for its share of discussion. These are the obligations and the possibilities of the classroom contact between instructor and the student-teacher.

### **Personal Conferences of Great Service**

In conclusion, I bring forward the possibility for service which lies in the personal conferences by appointment. The dormant opportunities of these consultations beggar description.

"I wonder if we do not need to revise our conception of skill and not confound it with dexterity," says Dr. John L. Tildsley, who has charge of New York City high schools, in "A Larger Conception of Skill." Read it in the September number.

# The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

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## Chapter VI

### INFLUENCE OF THE TIRONIAN NOTAE ON MODERN SHORTHAND

#### I

**B**EFORE proceeding to describe the most important systems that followed those of Bright and the two Willises, it may be of interest to consider what influence, if any, the Tironian notæ had upon the development of modern shorthand.

In the century preceding the publication of Timothy Bright's "Characterie," much curiosity had been displayed about the manuscripts written in the Tironian notes, which were still preserved in the Vatican Library and in some of the monasteries. Pope Julius II (Pope from 1503 to 1513), especially, was anxious that a key to the Tironian notes should be discovered, and, with his encouragement, many learned ecclesiastics spent much time in attempts to decipher the manuscripts. The most persevering investigator was the famous Italian scholar and Cardinal, Pietro Bembo (1470-1547), who, in returning the shorthand manuscripts to the Pope in 1513, gave a detailed account of his efforts, ending with this earnest appeal to the pontiff:

As a favorable opportunity thus offers itself of extending your fame in the literary world and securing the applause of future times, I entreat you not to neglect it, but to devote some portion of your extensive talents, which are sufficiently capacious to embrace and comprehend all subjects, in recovering the mode of writing. For what, indeed, could be more honorable to your reputation, and more advantageous to the studies of the learned, than to restore, by your pious attention, an art invented by Cicero and long held in great esteem for its acknowledged utility, but which through the injury of time has for a long course of time been wholly lost. . . . For my own part, I confess I do not see in what manner you can confer greater ornament, greater elegance, or even greater authority on this, your library, than by recalling to light the invention of this almost divine man, and restoring his art of writing.\*

The wording of the report made by Cardinal Bembo, which was written three-quarters of a century prior to the publication of "Characterie," inclines us to believe that Timothy Bright was familiar with it. We base this belief on the similarity of the references to Cicero, but more particularly the use by Bright, in his dedication of his work to Queen Elizabeth, of the curious expression "through injury of time," which also occurs in Cardinal Bembo's report. The intense religious animosities prevailing at the time Bright's

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\* Bembo's "Familiar Letters," Book V, Epistle VIII, Fourth Volume of his "Works."

"Characterie" was invented would explain the omission by Bright in his dedication of any reference to the labors of Cardinal Bembo. A complimentary reference to a cardinal would not be at all likely to enhance his claims to recognition and patronage by the great Queen, then the foremost champion of the Protestant faith.

Cardinal Bembo was not, by any means, the only person who struggled with the Tironian manuscripts, for there is ample evidence that in the century preceding the date of Bright's book, and for long afterwards, some of the foremost scholars in the world were profoundly interested in them. Many volumes were printed regarding them, culminating in the works of the celebrated philologist, Justus Lipsius, in 1587, and in a huge tome containing a collection of 13,000 of the notes issued by Janus Groterces in 1603.\* These were supplemented by numerous other interpretations and commentaries.

## 2

In view of this it is more than likely that Dr. Timothy Bright, after finding the reference in Plutarch to the reporting of Cato's speech—which he said inspired him to try to invent a system similar to that of "Cicero"—would seek for all information obtainable about the form of shorthand used in ancient Rome. In doing this, he could hardly fail to learn of Cardinal Bembo's report on the subject. May it not be that the Cardinal's exhortation to the Pope, to "extend his fame in the literary world" and secure "the applause of future times," stimulated Bright to secure fame and applause for himself by producing a system similar to that of Cicero? In his dedication, it will be remembered, he explains to Queen Elizabeth that, through the success of "Characterie," "I myself thereby shall have attained for myself that particular respect"—but, of course, in a minor degree to that of the Queen!

We have discussed this at some length for the purpose of showing how largely the early development of modern shorthand was influenced by a study of the Tironian notes, a fact which, so far as we are aware, has not been referred to by previous writers on the subject. Most of the early authors of English shorthand systems were men of great erudition, and in the period following the Renaissance all scholars had a profound reverence for the ancient classicists. The esteem in which the name of Cicero was held, and the belief that he was the author of the brief method of writing to which the world owed the preservation of much of the history, oratory, and philosophy of ancient Rome, exercised a tremendous influence over their minds. This is made clear in Bright's dedication, and in the works of most of the early systems.† The following passage in Sir Henry Lucy's book, "Lords

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\* The still more exhaustive analyses of the Tironian notes by Kopp, at a much later date, are referred to in a previous chapter.

† In the "Writing Schoolmaster," by Peter Bales (1590), there are some Latin verses by the scholarly Thomas Newton, in which mention is made of Cicero, Trithemius, Brightus, Symthus, Bulokerus, and Hartus.



and Commoners," shows that the feeling of reverence for the Roman classicists prevailed in England long after the period during which the early English systems were produced:

Then there was the classical quotation. No parliamentary speaker of the first rank, even at a period so recent as the days of Lowe (1811-1892), would have been satisfied with his speech unless it embalmed a classical quotation. The study of Gladstone's orations up to the introduction of the first Home Rule Bill will not find one without a more or less apt quotation from Greek or Latin poets. "How all the world would stare," John Gilpin exclaimed at a critical epoch in his history, "if wife should dine at Islington and I should dine at Ware." How all of us would stare if today a member discussing a bill or resolution were to drag in a line from Virgil or Horace.

If the reader will bear in mind what was said about the alphabet of Tiro having been founded on the only form of writing known at the time it was invented—the majuscule style consisting of capital letters of Latin—and compare the Tironian alphabet with that of John Willis, the first alphabetic system, and the systems following it, it will be clearly recognized that the early English systems of shorthand found their inspiration in the Tironian *notæ*.

While it is true that Bright's "Characterie" did not contain any characters derived from Tiro, his reference to the use of shorthand by the Romans doubtless caused his immediate successor, Dr. John Willis, to investigate the ancient Roman system and to imitate it. On no other theory can we account for the resemblance between many of the characters in the system of John Willis, the first alphabetic system of modern times, and those of Tiro, and the manner in which most of the succeeding English shorthand authors during the first half century following Willis allocated the characters of the alphabet—sometimes slightly modified, to be sure—to the same purposes as those of Tiro.

To take a few simple illustrations: Willis used the same signs as Tiro used for *a* and *v*, and expressed *d* by Tiro's sign for *t*. Most of the succeeding authors adopted these allocations. Gradually, as the affinity of sound between cognate letters became recognized, *f* and *v* were represented by the same stroke, as were *s* and *z*, and sometimes *t* and *d*. In his alphabet, Willis had many *compound* characters. With the growth of systems, there was a gradual evolution towards the expression of the letters by simple signs instead of compound signs, or, as it was expressed later, "a simple sign for a simple sound." The horizontal stroke in Tiro's compound sign for *t* was dropped, and *t* was represented by the vertical stroke, a form which was adopted by most of the eighteenth century English authors. In later systems, when shaded, it also represented *d*. On the other hand, such of the early French systems as were not derived from English systems used the first part of Tiro's compound sign for *t*, the horizontal stroke, and dropped the vertical stroke; and to this day the horizontal stroke represents *t* in some of the leading French systems.

	J.Willia.	E.Willia.	Witt.	Dix.	Mand.	Shelton.	Metcalf.	Rich.	Shelton.	Farding.	Everard.	Mason.
	1602.	1619.	1630.	1633.	1635.	1641.	1645.	1646.	1650.	1654.	1658.	1672.
A	^	a /	^	^	^	^	^	/	<	c	q	/
B	n			^	^		<		^	^		
C		(	┐	┐	∩	┐	(	c	>		c	(
D	┐	)	)	┐	┐	┐	)	j	\	)	)	)
E	<	e	o e	ε	e	ε	o	o	e	γ	o	o
F	L	7	┐	L	L	┐	L	γ	L	┐	┐	┐
G	L	4	4	L	L	4	4	4	^	┐	4	^
H	o	h	∠	o	q	<	o h		o	q	h	√
I	q	z	┐	1	┐	L	1	.	┐	L	1	.
J	>		4	1	┐		1		^		1	1
K	┐	o	)	<	∩	)	)	o	c	1	o	(
L	o	o	c	o	c	c	c	c	1	c	c	c
M	o	\	\	c	\	\	\	1	)	(	\	1
N	/	n -	1	\	c	1	1	1	/	\	∠	1
O	(	o c	=	c	/	(	e	┐	c	^	o	7
P	/	γ q	(	┐ q	4	q	p q	q	p	1	γ	p q
Q	o	q	q	4	∩	q	┐	q	q	┐	q	q
R	1	r	r	1	1	r	r	p	r	r	r	r
S	1	s	p	1	1	p	q 1	┐	q	o	p	┐
T	c	f	/	/	(	/	/	/	1.	/	/	/
U	q	f	.	.	.	.	v	\	v	.	.	\
V	v	v	v	v	v	√	√		v	v	o	\
W	)	1	q	)	)	1	7	L	(	┐	7	γ
X	o	q	γ	o	q	x	o	^	q	q	q	(
Y	q	γ	γ	q	q	γ	q	γ	q	o	┐	γ
Z	z	z	z	z	z	z	z	z	z	z	z	z
Ch		f				>				<	f	
Sh		h				h				b	f	
Th		/				o				1	/	

## SEVENTEENTH CENTURY SHORTHAND ALPHABETS

(From "The Teaching and Practice of Shorthand," by J. E. Rockwell)

In a later chapter on the evolution of shorthand principles, there is a more detailed discussion of the adaptation of the Tironian characters to modern usage.

### 3

This whole process of evolution of the signs for vowels and consonants explained in that chapter had its inception, either directly or indirectly, in the fact that the first English systems were founded on the Tironian notes of twenty centuries ago. In the wide field of history there is no more interesting illustration of tenacity of old ideas. One would naturally think that, since Tiro had founded his system on an imitation or modification of the forms for the majuscules, or capital letters, *the only style of writing known in his time*, the early English authors would have based their efforts on an imitation of the writing current *in their time*, the minuscules or small letters, a style of writing that came into general use many centuries after Tiro. Why should they have gone back to Tiro—to the stiff, angular, multisloped capital letters—for a basis on which to construct a fluent, rapid writing, when they had in the current writing a more modern style that could be written with an easy, uniform movement of the hand? The explanation is to be found in the glamour of Cicero's name, and the profound reverence in which the wisdom of ancient Greece and Rome were held by the learned men of that period—men like the Reverend John Willis, trained in a great university. Had it not been for this, the course of shorthand history for more than two centuries might have been entirely different.

But even in the alphabet of Willis there was an almost unconscious recognition of the superiority of the current script, which foreshadowed the great revolution in shorthand construction that was to have its beginning two centuries later. This is to be seen in the representation of *y* by a sign resembling the lower part of the script form of *y* as well as in the change from Tiro's form for *x* to a connected form. Still greater recognition of the current writing is to be found in some of the forms given by Edmond Willis—*g, h, q, r, s, x, y*—and it is remarkable how few characters there are in the alphabet devised by Edmond Willis that are contrary to the longhand slope. In this, Edmond Willis influenced many succeeding authors to give preference, at least, to characters in harmony with the familiar motions of current writing.

## Dr. Gregg's "Story of Shorthand" To Be Continued

Beginning with the September number, Dr. Gregg will review the shorthand systems used in England in the seventeenth and eighteenth centuries and will trace the gradual evolution of certain principles of construction. Included in the series will be the story of the earliest uses of shorthand in America. This fascinating story of shorthand is, itself, worth the entire subscription price of the BUSINESS EDUCATION WORLD for next year (\$1.00). This year's installments may be obtained by ordering a bound copy of the BUSINESS EDUCATION WORLD, Volume 14, \$2.00 net postpaid.

# Pioneering in Public Business Education

## The Merritt Business School of Oakland, California

Its Organization, Procedures, and Policies, as Outlined by Its Principal,<sup>1</sup>

Dr. RICHARD E. RUTLEDGE

**T**HE Merritt Business School was founded in August, 1929, with the express purpose of providing intensive training for entrance to business occupations of all types, justified by the opportunities for employment in the community. It also was to provide continuation education on all levels of business desired by persons engaged in commercial occupations. Formerly a compulsory continuation school, Merritt has rapidly become an adult school, as the following data indicate:

1. For the current semester up to February 15, 1,568 students have been enrolled in the day school.
2. The number of women enrolled is almost four times the number of men.
3. The proportion of students with college training is increasing. The number of college graduates exceeds the number of compulsory continuation students. The compulsory group constitutes 4.2 per cent of the school population; the college graduate group, 4.8 per cent.

From the beginning, the school has been free to experiment with various types of curriculum, coordination, counseling, and administration. An attempt has been made to apply proved principles of vocational education as developed in the trade and industrial field in so far as applicable to commercial education.

### Continuous Survey of Occupations Carried On

A continuous survey of commercial occupations in the Bay Region is carried on. Job analyses are made of the duties of workers in various organizations. Summaries of the survey findings are placed in the hands of each faculty member at frequent intervals. Course organization and content are changed whenever new data are found to warrant changes. Counseling is made significant because advice is based upon up-to-date facts.

Based upon the findings from a survey of

186 firms with 3,462 employees, the following facts seem significant:

1. There is an increasing demand for workers who are at least high school graduates, eighteen years of age or over.
2. The employer requires additional training in commercial work beyond the regular high school commercial course.
3. The office worker of today must be trained in a variety of skills. In a study of 165 stenographic jobs, 107 duties were involved; in 106 bookkeeping jobs, 117 duties. The ten most frequently reported duties of stenographers are: (165 cases studied, listed in order of frequency.)

Dictation and transcription .....	155
Filing .....	76
Operate dictating machines.....	31
Type various reports.....	28
General clerical duties.....	26
Operate P. B. X.....	23
Cut stencils (Mimeograph).....	19
Operate Mimeograph .....	14
Compose own letters.....	9
Operate calculating machine.....	9

### Students Are Given the Following Advice

Based upon studies of present requirements of business, students are advised that:

1. Work experience is a necessary part of preparation for success.
2. One should acquire all possible general education before taking up skill training.
3. Prolonged training before and after entrance to an occupation is essential to holding a job and gaining promotion in these times.

New courses developed as a result of these surveys include Personal Development, Applied Psychology, Records and Reports, and Business Vocabulary and Spelling. Personal Development and Applied Psychology are designed to meet the business man's demand that the workers possess poise and good taste and that they be conscious of their influence upon the public with whom they come in contact.

While many students take something of every subject offered in the school during their stay, each is urged to carry only one major at a given time. Minor subjects for one major may become majors if special interest

<sup>1</sup>This outline was presented by Dr. Rutledge at the California State Conference on Business Education held March 24 at Fresno and reported in the May number of this magazine (page 564).



develop. Examples are: Machine Calculation, Filing, Stencil Cutting, Machine Operation, and Dictating Machines.

Students may enter at any time except in Beginning Shorthand; in this field new classes are formed twice each semester. Leaves of absence are granted at any time, but students absent three days without leave are dropped from membership and can be re-admitted only by special application showing cause for deserving special consideration. No other attempt is made to enforce attendance, though frequent cutting of any class is considered as evidence of lack of interest and the student is requested to drop the subject.

Achievement tests are given frequently and the students are shown the distributions of scores so that they may judge their own progress. No reports are made to parents or students, no course credits are offered, and no diploma is issued. Any person, student or not, may apply for a certificate of proficiency in any skill, and upon passing a performance test he is given a Merritt Certificate of Ability in the skill. This testing service is used by outside public placement agencies and by some personnel directors in rating applicants.

All placement service for commercial occupations for the school system has been centralized at Merritt. High school commercial graduates may register for employment without enrolling in the school, though most of them now expect to continue their training until employed.

### Counseling Highly Developed

Counseling is highly developed. Each student has a faculty adviser and also has the benefit of the advice of a special counselor in all program changes. Health counseling is offered by the school health service, students being able to make appointments with a physician at any time. Each applicant for employment is strongly urged to have a physical examination, which is available without cost.

Follow-ups are made of each student entering employment at frequent intervals until he is orientated on the job. The contacts thus made reveal weaknesses in our training when they exist and form the basis of a friendly relationship between the school and the employing firm.

Advanced students are given actual office experience without pay in school and welfare organization offices. In addition, seventy half-time paid junior clerkships are available in



*Photo by Coleman, Oakland*

RICHARD E. RUTLEDGE

the offices of the schools throughout the city. These positions are open only to Merritt students and are filled by competitive examination.

The office experience department of the school, together with the duplicating department, handles a tremendous volume of production work for the various schools, the Board of Education offices, and the fifty-three Community Chest agencies. No paid work is accepted.

### Curriculum Instruction Constantly Going On

Needless to say, every faculty member is constantly engaged in curriculum construction. Job sheets, projects, practice materials, and handbooks are always in process of construction. For example, we are just completing originals or revisions in the following fields:

1. Budgets for Office Records and Reports.
2. Job Sheets for Multigraph.
3. Text and Testing Units in Filing.
4. Instruction Manual in Dictaphone and Ediphone.
5. Handbook on Use of the Telephone.

Progress has been made in the direction of tying up community efforts in business education to Merritt Business School as a center. For example, the following groups meet under school sponsorship in the school plant: Credit

Men's Lecture Course, Banking Institute classes, and an Insurance Training Group.

A sincere attempt is made to conduct the school on the basis of freedom for each student. Some of our procedures and policies are:

No rules and regulations.

No required curricula.

No pressure for attendance when not interested.

No semester credits.

Pupils free to change from one instructor or adviser to another whenever they wish.

The primary program of the school is guidance and placement.

Athletic contests are with groups of employed workers rather than schools. Such association increases placement and trains for adult recreation.

Work of any honorable kind takes precedence over attendance.

The honor roll posted in the most conspicuous spot on the bulletin board is the daily list of those who have secured employment.

Assemblies are infrequent and, when held, are definitely vocational. Personnel directors are invited to lecture on elements of success. Fashion shows, held at the opening of each season, feature inexpensive yet attractive clothing appropriate for business.

That these principles are sound, we believe is evidenced by the business-like atmosphere, the dignity and poise of the students, and, best of all, the hopefulness manifest everywhere—over 1,000 temporary and permanent placements since August, 1933, and each student feeling that today may be his day of opportunity.

## The Educational Will and Testament

of CHARLES W. ELIOT

THE centennial of Charles W. Eliot's birthday is being celebrated this year. This great educational statesman left the following educational will and testament:

1. Enlist the interest of every pupil in every school in his daily tasks in order to get from him hard, persistent, and enjoyed work.
2. Cultivate every hour in every child the power to see and describe accurately.
3. Make the training of the senses a prime object every day.
4. Teach every child to draw, model, sing, or play a musical instrument and read music.
5. Make every child active, not passive; alert, not dawdling; led or piloted, not driven, and always learning the value of cooperative discipline.
6. Teach groups of subjects together in their natural relations.
7. Put into all American schools universal physical training for both boys and girls from 6 to 18 years of age.
8. Make sure that every pupil has a fair chance to learn the elements of agriculture, dietetics, cooking and hygiene, every boy the

elements of some manual trade and every girl the domestic arts. The instruction in hygiene should include the defenses of society against the diseases and degradations consequent upon ignorance, moral depravity, poverty and vice.

9. Make room for the new subjects and for increased instruction addressed to the individual pupil; reduce class work and the size of classes, lengthen the school day and shorten the summer vacation.

10. Keep the atmosphere of every school and family charged with the master sentiments of love, hope and duty. Keep out both fear and selfishness.

This is a large order, but it is one that democracy must undertake for its own sake. There could be no better celebration of the centenary of CHARLES W. ELIOT, the great educational statesman, than the general adoption of this program as a code for the schools. The meeting of the National Education Association in July should devote at least one session to his memory and his testament of education.—*The New York Times*.

Plan to attend the N. E. A. Department of Business Education meeting in Washington, July 2 and 3. See page 663 for advance program.

# A Tip or Two for Typists

By GEORGE L. HOSSFELD

World's Champion Typist—1918, 1920, 1921, 1922, 1926, 1927, 1929, 1930

*Do you know what is the most common fault in typewriting? Mr. Hossfeld tells you in this article, and gives you a tip that will increase the typing speed of the average student 25 per cent.*

**O**F the questions which I am called upon from time to time to answer, the one that occurs with greatest frequency is, "How can I increase my speed?"

One of several reasons may be responsible for an operator's experiencing difficulty in raising his or her speed beyond a certain point. Some typists become discouraged when they remain too long on a so-called "speed plateau," believing they are unable to exceed that limit. Some, who do not make headway as rapidly as others, complain when the reason is lack of sufficient practice. Others, however, actually do experience difficulty in raising their speed beyond a certain mark.

## Hesitation Causes Great Loss of Speed

To my mind, the majority of typists could increase their present speed an average of 25 per cent if they would eliminate one habit only—the most common habit among the typewriting fraternity — hesitation. Operators seldom realize the number of times they stop or hesitate, nor do they realize the aggregate amount of time consumed in this way. If they did, or if the matter were brought to their attention in some forcible manner, many of them would attempt to write with greater stroke continuity. It would be interesting to have an invisible time-keeper with a stop-watch seated near one of our average typists to secure an accurate record of the time lost through hesitation, say, during a fifteen-minute test. I am convinced the results would be unbelievable in most instances.

Many typists can and do write from 25 to 40 words per minute faster *at times* than their average records indicate, but hesitations and stops made in the course of a test result in a much lower final average speed. I am frank to admit, of course, that the loss is not due solely to hesitation—some of it is due to loss of energy—but by far the greater part is sustained on account of numerous hesitations, which could be easily eliminated.

Let us digress for a moment for the sake of illustration and comparison. Have you ever stopped to figure out what makes a professional typist? Why is it that an expert writes with such apparent ease while the average typist seemingly exerts every ounce of energy to secure results which average one-third, or less, the speed of a professional? You may answer that the professional has spent years in the attainment and perfection of his skill. True, but have you thought of the fact that many students have attained a typing speed of 60 to 80 words a minute and a goodly number have reached 100 words a minute and even more within one year from the time they began the study of this subject? Yet they are not professional writers, nor are they geniuses or prodigies; they are, in most cases, students who were in regular attendance at school and who did not sacrifice other subjects in order to accomplish these enviable results. Only when one attempts to reach speeds in excess of 100 words a minute are years of work required. The higher the speed, the more difficult it becomes to increase that speed. It took me less than one year to reach the 100-word-a-minute mark, but it took me almost four additional years to add 35 words a minute to that mark!

A great deal of hesitation may be eliminated without special practice. Considerable progress has been made when we have succeeded in bringing a student to the conscious realization of the number of stops he makes during the course of a five-, ten-, or fifteen-minute test. Do you recall that old saying, which I believe is anonymous—

He who knows and knows that he knows is a wise man; he who knows and knows not that he knows is a stupid man; he who knows not and knows that he knows not is a sensible man; he who knows not and knows not that he knows not is a fool.

So let us, first of all, begin to combat this habit of hesitation by making the student conscious of it. When a doctor endeavors to



GEORGE L. HOSSFELD'S WRITING POSITION

Illustration from "Gregg Typing, Techniques and Projects"  
by SoRelle and Smith

cure a disease he first finds out the cause and attempts to cure it. Let us, therefore, check over some of the causes of hesitation.

By far the greatest number of hesitations are made through uncertainty as to whether or not an error was made. The thought that goes through the mind of the operator is that, if an error has been made there may be a chance of correcting it and thus saving an error. The act of looking away from the copy to the work in the machine would not, in itself, cause hesitation, because many operators are capable of carrying several words in the mind while they take a hasty glance at their work; however, as a rule, the operator will lose his place on the copy and consume time in finding it again. Additional errors are often made as a result of looking away from the copy, such as repetition, omission, cut-out letters due to the attempts of the operators to make up for lost time, etc.

Hesitations are also caused by erratic writing. An even stroking of the keys will not only eliminate hesitations but many errors as well. If typists could be made to understand the inefficiency resulting from writing

beyond their finger control, in other words, "pushing" themselves too hard, they would soon discover that it is possible to increase their speed more rapidly. By writing at a somewhat slower speed it is possible to write with greater evenness and thus approximate the *actual* speed at which the operator is capable of writing. I can best illustrate this point by making a comparison.

Let us assume that we are driving a car a distance of forty miles. If we had an open and level stretch of road ahead, we could reach our destination in one hour by keeping the pointer on the speedometer at 40 miles an hour for the duration of the trip. On the other hand, if the road took us

through several towns and cities where we would encounter stop-lights and traffic, we would be forced to drive considerably over the 40-mile-an-hour rate in order to reach our destination in one hour. That is exactly what happens to the average typist—too many stop-lights are encountered on the trip.

Again, hesitations are caused by improper posture, which makes it necessary to shift about several times in the course of a test. These shifts, of course, require a complete stop or some hesitancy before the work is resumed.

Finally, hesitation is caused by lack of proper concentration. When the attention wanders, usually an error is made which, in turn, causes an operator to stop suddenly; however, the fact remains that the lack of concentration caused the hesitation.

There are other causes of hesitation of a more trivial nature, but my intention was to mention only the important causes. Let us make an effort—a real, concentrated effort—to raise the standard of typewriting to a point where it rightfully belongs by banishing a habit which is responsible for such costly inroads on our typewriting speed.

Mr. Hossfield's next article will appear in the September number. He will tell you "What Is Rhythm in Typewriting."

# How We Teach Business Letter Writing

By KENNETH S. BENNION

L. D. S. Business College, Salt Lake City, Utah

THE ability to write effective business letters, like the ability to paint beautiful pictures, is developed chiefly by earnest, persistent practice, with careful attention to the fundamental principles that have been discovered by the masters who have gone before. The mere teaching of the theory of letter writing would be a rather simple matter, but, since practice is so important an ingredient in obtaining the final product, a serious difficulty arises. This is the problem of adapting methods of instruction to individual differences in intelligence, education, interest, etc. In the private, year-round commercial school the problem is further complicated by the fact that students may enter school at any time and for irregular periods of enrollment.

## Students May Enter at Any Time

At the L. D. S. Business College we have found the solution of this problem to be individual instruction. During the past four years we have carried on experiments in the laboratory method of teaching, and now follow a plan that permits a student to enter the course at any time during the year, to begin his development the first day, and to progress as rapidly as his time, mentality, and previous training will permit.

Diagnostic tests are given to each student to discover at once his command of the minimum essentials of English. If this command is found to be satisfactory, he is given the first assignment. On the other hand, if it is found to be weak, or faulty, he is given remedial instruction and drill until he attains the required mastery. For the sake of variety, and to give immediate opportunity to apply the principles of grammar and punctuation, students are encouraged to alternate their work; that is, to devote two or three weeks to intensive study of grammar and punctuation, and then a like period to letter writing. Care is taken, of course, that they complete whatever study unit they have under consideration before they change subjects. Students who require constant coaching in the fundamentals work on the mechanics of writing

during the class periods and study letter writing as outside work.

Our text has proved to be readily adaptable to our method of teaching, particularly since the subject matter is so clear that few students require assistance in its interpretation. At the beginning of the course, each student is given a mimeographed sheet containing a brief explanation of the requirements, and a detailed list of everything that is to be done during the entire course. The student simply takes that list and goes to work.

## Each Student Sets His Own Rate of Progress

Every student sets his own rate of progress. Those who are ambitious and well trained in English are not held back by the slower students, and the latter take what time they need to comprehend the material they are studying. A college student, already well grounded in English, may complete the course in two or three weeks. A mature, but poorly trained, student may take from six to eight months.

Of course, with the elimination of the lecture method, most of the work has to be written (as it *ought* to be in a letter-writing course); therefore, the teacher has a great deal of reading to do. During the season of heavy enrollment, a reader is employed. The teacher is then free to devote his entire time to student conferences and to helping the weaker students. Whenever a student manifests a weakness in one of the fundamentals of English, his course is interrupted, and he is given appropriate instruction, drills, and tests.

We have not entirely broken away from the group method of teaching, and devote from ten to fifteen minutes each day to this method in teaching spelling, grammar, punctuation, and the principles of letter writing. Occasionally we introduce vocabulary work, or something inspirational, to encourage students to renewed effort.

At present we are working out a new feature, involving the use of visual aids. Care-



fully selected letters, each illustrating some important principle, are placed on a bulletin board. In addition, for detailed analysis, we use an opaque projector to show actual letters on a screen. This projector, however, does not give a very clear image of the ordinary typewritten letter, and we are experimenting with some glass slides that may be used in emphasizing some of the major points.

Another important factor in good letter writing is will power. One student recently handed in this sentence: "By making your letter short and clear when the letter is reached by the addressee he will favor it to be acted upon immediately."

There simply are not enough rules of grammar printed to cure such construction. Nothing will cure it but determination to express ideas clearly. The writer of such a sentence

must be made to see that slovenly writing indicates slovenly thinking, and that neither will be tolerated in the business office. We give such students a great deal of drill in precise writing, and strive to develop in them an attitude of carefulness, a pride of work well done.

It is impossible, even in the most thorough course, for a student to master the art of effective letter writing. He may, however, be made aware of its possibilities for power and success. He may experimentally apply its basic principles, with the knowledge that, after writing forty or fifty letters, each time striving to convey thought clearly and effectively, he will no longer be a bungling novice. So trained, he will face the opportunity of actual letter writing with confidence in his mastery of fundamentals.

## Socializing the Office Training Course

By MARTHA E. NEHER

Paseo High School, Kansas City, Missouri

**A**FTER sitting in on a heated discussion, by college instructors at a recent national convention, as to just what should be taught in a course known as "Social Business Values," I realize that my Office Training Course at Paseo High School is entirely a misnomer. Since there are two major aims in this course: the one vocational, the other to benefit the consumer citizen, I find that according to current terminology, it should be known as "Social Business Values."

Any junior or senior may enroll in this course, preference being given to the seniors (twelfth-grade pupils) without regard to any previous commercial training. Many pupils, who have no other commercial course, enroll and the demand is on the increase among our boys. No development of skill is attempted, but much useful information is given. So far, it is a half-term subject, but serious consideration is being given to its expansion to a full term.

Our course is motivated, according to sound pedagogical practice, through some experience within the pupil's sphere of activity. We begin, therefore, with the services that the post office renders the average home since in such services the greatest number of the class will have participated. Information regarding the classes of mail, with the restrictions sur-

rounding each and the varying postage costs, is furnished through a series of questions which eventually include all the postal services, such as money orders, postal savings, registered, insured, C. O. D. mail, etc. The advantages and disadvantages of using each in comparison with other forms of remittance are brought out. The preparation of mail from the office point of view follows, stressing the most efficient hours of mailing and the necessity of caution with regard to enclosures, addressing, etc.

This unit leads to a comparative study of the advantages and disadvantages of sending remittances by telegraph, in connection with which, the different services of the telegraph companies are studied, together with the comparative cost of the various classes of day and night messages and letters. A speaker from the educational department of one of the companies addresses the class at this time and exhibits are arranged of the right and wrong ways of writing messages for clearness and brevity. Information is also given as to the manner of transmission and as many of the class as possible actually observe the multiplex, the system of telegraphy and telephony in which a plurality of messages is sent at once over one wire.

As the telephone may be and is frequently

used for sending telegrams, the manner of collecting charges for telegrams sent in this way is explained. This leads us, logically, to the next step in the sequence—telephone etiquette. This includes a discussion of the tone of voice, posture at the telephone, and the necessity of handling both incoming and outgoing calls in the most efficient and courteous manner. The teletype, its use and progress, is discussed here and a speaker from the educational department of the telephone company talks to the class.

The discussion on sending money, incidental topics in the preceding units, leads to all classes of commercial paper and, therefore, we cover now each type, with emphasis on the responsibility of the endorsers on any negotiable instrument; the importance of not signing a paper without full knowledge of its content; the desirability of stabilizing one's signature in business, both for personal protection and the convenience of the firms with whom one has business transactions. This unit brings in drafts of all kinds, including bank drafts for transferring funds and sight drafts for collection purposes. Depositors' privileges and responsibilities regarding their bank, the method of returning cancelled checks and the way to check balances are topics handled at this time.

The kind of information available through reports of mercantile agencies, such as Dun & Bradstreet, and the basis on which these reports are placed in offices, are now presented to the class. This unit also includes the method of collecting for C. O. D. freight shipments, the use of bills of lading, the reason for the number of copies, and the distribution of the different copies. From this point we proceed to filing, making a study of all the basic types of files. In this unit we do develop some actual skill.

The next unit given is on the responsibility of a person who goes into partnership with another, which brings us to the subject of corporations—what they are, how and why formed, their organization and the responsibility of stockholders and bondholders. Closely related to this topic is the responsibility of owning National Bank stock and assessable stock. An explanation of when stocks are assessable enters in this lesson presentation. Book value, par value, and market value are all fully treated, as is the necessity of knowing the first when stock investments are made. The services of the Better Business Bureau are explained at this time.



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In line with investments, we now study home buying procedure, which embraces title investigation; making of the first and second mortgages; the payment of interest and principal; the responsibility for taxes, repairs, and improvements; and the necessity for protecting first and second mortgage holders through fire insurance policies. This brings us, logically, to insurance, and we first study the fundamental insurance plans on life—ordinary life, endowment, paid-up, annuity, and the combination policies, explaining how the rates are obtained through the American Experience Tables of Mortality. The Legal Reserve, which is under state supervision, and the loading for the expenses of the company are considered. Then, such policies as Public Liability and Property Damage, Fire and Theft, Employers' Liability, and Blanket Policies for employees' benefit, are presented.

Next, in order, actual leases are read and considered, with comments made on the privileges and obligations of both tenant and landlord. The necessity for physical evidence of any business transaction, even between friends and relatives, for the protection of all concerned, is emphasized.

Each pupil also makes a report before the class on his favorite magazine, in which he is expected to describe the features which won his favor, to discuss the articles and the type of advertising carried, etc. This unit supplies the pupils with much general infor-

mation and leads to voluntary investigation of the magazines available to the reading public through the library. A list is made of magazines from which business information might be obtained, noting especially the various trade journals. This brings us to business reference books, to which a unit is devoted. Throughout the course, all business words, as well as some of the common legal terms, are studied, with special emphasis on their technical meanings in different lines of business.

The final unit is an investigation of the best way to look for a job. Here we cover: what sort of position the applicant wants; what qualities and qualifications the employer demands when seeking someone to fill that

sort of position, etc. Current magazines and newspapers are valuable sources of information for this unit.

Since, in the National Business Show Rating Scale, business men place 53 per cent of emphasis on personal qualities and only 47 per cent on academic and specialized training, it would seem desirable to place more emphasis on personal qualities in the general course of the future. The fact remains, however, that the applicant for a position must have certain academic training and certain specialized skill. The instruction, therefore, should be clear and definite, rather than hazy and general. Our students must first be trained to develop clerical abilities; then their executive potentialities may be encouraged and developed.

## Common Sense in Typewriting

Most of Us Think We Employ It, But Do We?

By HAROLD H. SMITH

Assistant Editor, The Gregg Publishing Company, New York City

(Concluded)

**REPEAT:** In our anxiety to have something to "teach," we have introduced irrelevant material and have made the teaching-learning process more difficult than it should be. It seems common sense to admit that a greater volume and longer periods of practice on the ultimate situation, whatever it may be, is bound to be more effective in the development of such degrees of skill as the typist must attain through *unconscious adaptation* via the trial-and-error method; and that is, in reality, the method by which he mainly learns today.

### Perfect Copy Objective Worthless

In this connection a fitting observation is that, although teacher demand makes it essential at present to print in typing textbooks facsimile exercises containing reaching, stroking, and word drills, we cannot escape the conclusion that the reproduction of such exercises as "formal" work to be typed exactly, especially for the purpose of producing a "perfect copy," is worthless. The learner's aim is definitely wrong. He is reproducing the exercise, without thinking about, much less originating, improving, or fixing, the mental re-

sponses and manual motion techniques for which these exercises were probably created.

Common sense, therefore, declares that such exercises should be used as the basis of intelligently guided, individualized practice; else they should be omitted.

### Mass Drill Should Be Used Sparingly

The same observation applies to all formal practice and remedial drills except the relatively few necessary to inculcate habits of attention to arrangement and acceptably accurate work. Provision for these might very well be made when typing practical business papers.

Since the learning of these "right motions at standard speeds" is entirely an individual matter, it follows that many teachers should materially reduce the amount of class or unison drill. Mass drill should be employed only where it serves the useful purpose of economically presenting a definite "how to practice" technique or standard of performance to all or most of the individuals in the class. Very little of the unison practice we have witnessed has aimed at the mastery by in-

dividual students in the class of "right motions at standard speeds." It is too often used as an end in itself, so that the learning activities have consisted of wrong motions at wrong speeds!

A few of the authors of typing texts have prepared such helps as teachers' manuals for the guidance of those who use their materials. Some of these authors have attempted to describe in detail the specific mental and manual techniques to be sought and to be used in the practice of each type of exercise. Every teacher owes it to himself and to his students to make a careful study of all such information.

### Study the Teacher's Manual Closely

In the interests of common sense I most strongly urge all typewriting teachers either to study these teachers' manuals closely, and at once, or to *omit* all formal practice and required work on special reaching, stroking, and remedial drills, and cut down the required formal and informal practice on word and sentence drills to a minimum. If the teacher does not *know* the precise "right motions and standard speeds" that the student is to originate, improve, and fix in the typing of any particular exercise, the teacher *cannot* teach him or direct his learning. Morrison says that such a teacher is only a taskmaster, assigning a series of jobs. In such a situation we should not attempt to go through the mere motions of teaching. It would be far better to use common sense and assign as much paragraph and practical business typing work as possible in preference to what is certain to be uninteresting, monotonous practice on meaningless material.

I have sought to direct our common sense thinking along essential pathways of improvement; first, to steer a clear course away from tradition and pseudo-research;<sup>1</sup> and, secondly, toward more careful discrimination between the assumed and the real objectives of the learning process. I cannot close without remarking on the importance of using common sense in the choice of teaching methods and devices once we have determined the desirable learning and practice objectives of any particular exercise.

Here also we are caught in the octopus-like grasp of high-sounding pedagogic terms,

<sup>1</sup> Cox, Philip W. L., "The Research Racket," *Junior-Senior High School Clearing House*, January, 1933, p. 260.

words that hide their meanings, "steps" that obscure their own relative importance, and teaching devices that are without meaning except as ends in themselves to convince the teacher or his superiors that the teacher is competent because he uses them.

The outstanding observation arrived at through the exercise of common sense is that proper interest and motivation constitute 90 per cent of the teaching problem and process. All the other "teaching steps" might well be violated, even omitted, if we could but keep the student typist *wanting to become more and more skillful*. Interest and enthusiasm are the common-sense attributes of success. Go down the following list of prevalent teaching notions and traditions and see how many of them nip enthusiasm in the bud, kill interest, and slowly crush out every worth-while motive to succeed as a skillful typist:

Perfect copies—never permit an error (of result?) to occur.

Limited number of errors—per exercise or per page.

Formal exercises—copy the exercises in the text.

Lock-step class drill.

No emphasis upon speed.

Overemphasis upon artistic arrangement—neatness.

Overemphasis upon knowledge.

Wrong ideas about rhythm.

The prejudice against timing.

Overemphasis and sweeping application of some particular rules and method of marking to all practice and test work.

Such practices rob the student of his ability to type ultimately to the limit of his potentialities! The pity of it is that we ourselves use these murderous tools to destroy our greatest teaching aid, the most precious element in the learning-teaching process—interest, motivation. Let us get back to common sense; cultivate the inherent enthusiasm of the student for typing skill, guide it, teach him to use it, and he will do our teaching job for us, because the human race has always mainly learned by its own efforts and its own infinite ability to adapt itself.

### Teaching by Telling Is Useless in Skill Subjects

Aside from this most important interest problem, I think we may safely say that a common-sense use of *demonstration* by the teacher and by selected students who show

quick adaptability to skill may be relied upon as the major means of presenting ideas. Little talking is necessary. "Teaching by telling" is notoriously the worst form of teaching in any subject. It is useless in skill subjects. As Molly Goldberg said in a recent broadcast: "Jake, the meanings in back of the words we say are different from the meanings in back of the words they hear."

Of course, there must be constant individual testing by the student and by the teacher, followed by reteaching; but that is mainly a repetition and sometimes a further analysis along common-sense lines of what has already been presented through demonstration to the class. Here also more detailed demonstration will prove most efficient.

### Importance of Meaningful Measurement

I must mention, too, the importance of real, meaningful measurement by the individual typist of what he is accomplishing. This goes for formal and informal measurement; for testing at periodic intervals and for testing from moment to moment. Self-criticism, we call it; but I want to emphasize that common sense demands that this form of learning activity be specific, not general; an objective, not an abstract self-criticism.

To that end there must be measurement by the student of the degree to which he attains a skillful execution of each specific stroke, word, sentence, paragraph, or business paper. This means the measurement of the speed and accuracy with which he performs every operation. Some of these items may be measured objectively as to speed by comparing the work of the teacher, or a selected typist, as he demonstrates his execution of a certain practice unit with that of the student on the same practice unit. Demonstration is followed by the test-execution of the student who strives to equal or approximate the speed and stroking pattern of the demonstrator. Two students may easily check each other in such informal testing. If the practice unit be larger than the word—a sentence, for example—they can work simultaneously. The personal competition engendered along with the conscious effort to cooperate are educational aims of the highest merit.

Common sense and the experience of those of us who have been fortunate in developing skill urge much more of that sort of testing. It is practically unknown in many classrooms. The timed test, short or long, fits in here;

but there must be a definite, predetermined objective for *each* student on each such timed effort, followed by a careful check-up to discover whether or not that objective was attained and, if not, why not. Without this definite striving to improve some specific thing, timed tests are wasteful and should be replaced with practice on business papers or office projects.

### Record-Keeping Is Vital

This brings me to the final point, which experience has proved and common sense approves. After measuring and testing, provide for definite recording of results. This does not mean laborious, complicated, and complete statistical recording. It means only the establishment of temporary and permanent records of sufficient scope to keep the student face to face with the essential facts of his progress in basic skill and in the practical applications of that skill to business typing, transcription, etc.

Here, too, we shall have to shake off the normal reaction of inexperience in such matters, and possibly inherent opposition to them. We shall have to minimize the importance of the alibi, "The students will not check all their errors," and invent ways and means of training them to check them. That is a part of the teaching job. No teacher hopes to develop every student to the 100 per cent grade level. He merely does the best he can. That again is common sense.

It is amazing how many apparently sensible questions about what should be expected in the way of typing performance must be answered with an "I don't know." Although typewriting lends itself perfectly to accurate measurement of quantity and quality of skillful performance, we must acknowledge that we and our predecessors have done little careful measuring. It is a fertile field and one which in all common sense ought to be intensively cultivated. As we measure, we shall develop better and better means of recording. It is the *record* that stands between the learner and his constant tendency to forget his poor work and to defer his best effort until some distant, never-to-be-experienced day.

I do not apologize for parading these fundamental ideas. Most of them are worn, but not outworn. There never has been a time when we more needed to employ common sense in a common cause with uncommon vigor. Stand by fundamentals!



# Shorthand for the Left-Handed

By J. E. FULLER

Goldey College, Wilmington, Delaware

ALL teachers are aware of the difficulties of adaptation and training attendant upon left-handedness. We have all seen numerous cases of grotesque awkwardness of movement and absurd attitudes of hand and arm of left-handers in writing longhand or shorthand, probably due, to a large extent, to lack of intelligent supervision and guidance when the child first tried to write. One authority, Dr. Ira S. Wile, in discussing the difficulties which beset the natural left-hander, says: "Difficulties may arise from well-intentioned but ill-advised efforts to convert the *natural left-hander* into an *unnatural right-hander*. The attempt to change the normal left-hander to a right-hander puts the natural left-hander to more than mere inconvenience—it involves strain, effort, rerouting of impulses, and delayed reactions of various sorts."

## Problem Needs Study

Be that as it may, unquestionably there is need of general enlightenment as to correct procedure in training the left-handed shorthand writer.

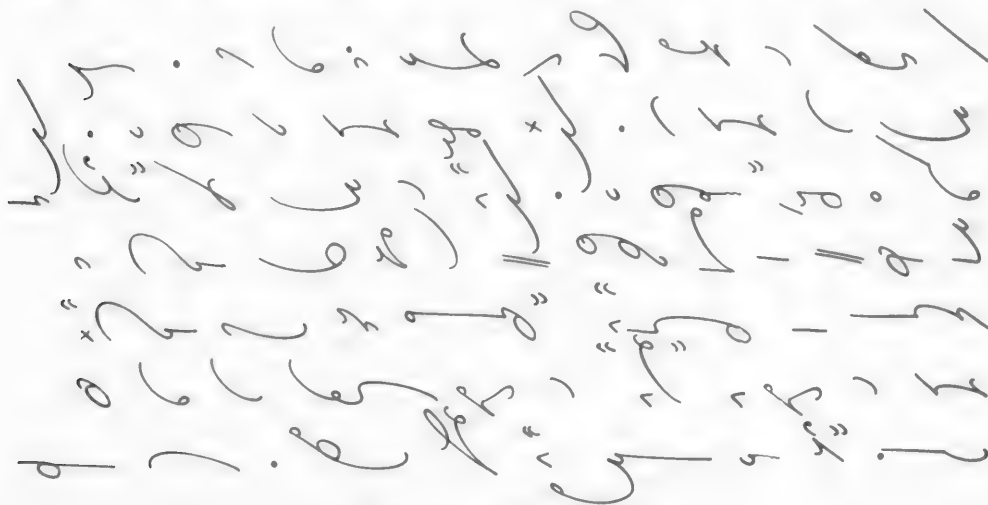
I have now a pupil, naturally left-handed, who had been induced by another teacher to change to the right hand when she began to

study shorthand. She is doing fairly well, but she is convinced that mastery of shorthand was made much more fatiguing for her because of her struggle to overcome her natural writing habits.

To serve as a background for what I have to say on this subject, let me first tell of some unusual experiments in left-handed shorthand writing in which I played a part.

During the summer of 1896 a young man named Mitchell, about eighteen years old, naturally right-handed, who had lost his right arm because of an accident a short time before, came to me for counsel as to the advisability of his attempting to become a stenographer. I told him I thought it possible for him to succeed; explained the theory of mirror writing; recommended the method in his case; guaranteed nothing more than my best co-operation, but expressed hope of success if he would undertake the venture. He did so and made good—met the requirements for graduation and became a successful stenographer.<sup>1</sup> He used the regular shorthand text-

<sup>1</sup>Before taking up the study of shorthand, Mitchell had mastered a fairly facile and legible style of longhand, but with a backhand tilt. A curious fact is that he preferred to retain the normal forms of numerals, though necessarily reversing their order when they occurred in his mirror shorthand.



A SPECIMEN OF MIRROR SHORTHAND

book, discarding within a week the small mirror that was at first supplied to enable him to visualize the reversed characters he must use.

At the time of this experiment, I was "without benefit of psychology." I knew that the left lobe of the brain controls the muscles of the right side of the body, and vice versa; but it was mainly the result of my own attempts at using my left hand, and my deductions therefrom, that emboldened me to try out the plan with Mitchell.

Young Mitchell's story was given wide publicity in the shorthand magazines, and much interesting information and comment were elicited.<sup>2</sup> A fact brought to light was that one, Patrick Corbett, of Dublin, Ireland, was also a writer of left-handed mirror shorthand. Whether or not he had been naturally right-handed was not told. So far as could be learned, he and Mitchell were the only persons then writing that style of shorthand as a means of livelihood; and, of course, neither had heard of the other until then.

### My Experience with a Right-Hander

My second adventure in left-handedness occurred in a class during the year 1905. A young man named Williams, a right-hander, had attained a speed of about ninety words a minute, when a finger of his right hand was broken during a football game. He came to school the next day with his right hand in a sling, said he did not want to lose time, and asked what he could do. I told him about Mitchell and Corbett and suggested that he try mirror writing. He took it up with enthusiasm, and before his right hand was back in commission (I do not remember how many days) he could write seventy-five or eighty words a minute that way. He experienced little difficulty in adapting himself to that style, even when copying from normal engraved shorthand.

While I have never seen a case in which a right-hander tried, under similar conditions, to train his left hand in the use of normal shorthand, this remarkable achievement of Williams' satisfied me that the "carry-over" of skill from the right to the left hand is far greater if mirror writing is adopted. It seems to me that this conclusion is supported by statements from authorities, which follow.

<sup>2</sup>Mitchell's case history was asked for by the Federal Board for Vocational Training at the close of the World War, for such light as it might throw upon the problem of retraining maimed men.

There seems to be general agreement among present-day psychologists that the left-hander is not to be regarded as abnormal, although he is in the minority. "Left-handed children," says Dr. Wile, "are as normal biologically as blue-eyed children in a brown-eyed world. *If the normal action of the brain remains undisturbed*, the left-hander is as efficient for specific acts as is his right-handed brother, *provided these acts can be done as well with the left hand as with the right.*" For instance, he refers to the capability of left-handed baseball pitchers, tennis players, and golfers.

The italics in the foregoing paragraph are mine; the limitations or provisos thus emphasized in Dr. Wile's statement are especially pertinent, as will be shown below.

### Left-Handed Writing Fast

Other psychologists have asserted that the left-hander may be and often is as skillful as the right-hander. Dr. Thaddeus L. Bolton, head of the Department of Psychology of Temple University, is quoted as saying, "Left-handed writing is just as fast as right-handed, and in almost all instances is as easy to read."

Of course, Dr. Bolton here refers to long-hand written by natural left-handers. What he says about the relative speed of left-handers is probably based upon adequate data, and may be taken as authoritative; but I cannot recall having known personally even one left-handed shorthand writer who has acquired outstanding speed or skill. To the best of my recollection, none has taken part in the National Shorthand Reporters' Association speed contests during my connection with the contest committee of that organization.

In an attempt to secure data and to check up on my own observations as to the comparative achievements of left-handed shorthand writers, I wrote recently to two well-known trainers of shorthand reporters.

Miss Helen W. Evans of Gregg College, Chicago, who won high honors for speed and accuracy in N. S. R. A. speed contests, says:

"I have trained very few high-speed left-hand shorthand writers. I should say that they average about the same in speed and general skill in shorthand as the right-handers. I know of only two or three left-handers who can write at 200 words a minute."

Clyde H. Marshall, official reporter of the Supreme Court of Brooklyn, and a former N. S. R. A. speed champion, wrote:

"I do not happen to know of any left-handers who are outstanding in speed and accuracy. . . . The preponderance in the number of right-handers over the number of left-handers<sup>3</sup> . . . seems so great that one could hardly expect to hear of left-handers of outstanding ability, just through the law of averages."

It would seem that the number of left-handed persons who take up the study of shorthand or who achieve marked success in it is disproportionately low.<sup>4</sup> If, in the absence of supporting data, we assume this to be true, several questions arise as to why such is the case:

1. Are they deterred from taking up shorthand because of a widespread belief that left-handers are inferior in writing skill?

2. Are left-handers actually handicapped by the necessity of writing normal shorthand?

3. Would such a handicap (if any) be removed by training left-handers to write mirror shorthand? Both modern longhand and shorthand were developed to fit the aptitudes and to develop the possibilities of the *right* hand, because the great majority of writers are right-handed. This being the case, it appears that normal right-handed writing proceeds from left to right because it is easier or more convenient for the hand to move *away from* rather than *toward* the body while executing the various movements involved.<sup>5</sup>

### The Hand Should Move Away from Body

In support of this, I quote from an opinion recently prepared at my request by Dr. Frederick H. Lund, Professor of Psychology, Temple University, to whom I had related the achievements of Mitchell and Williams.

"Writing," says Dr. Lund, "whether long-hand or shorthand, normally proceeds from left to right. This is because the left-to-right movement—in the case of *right-handed individuals*—can be executed more freely and can be followed more readily by the eye." (Again, the italics are mine.)

A number of psychologists declare that it is as easy to train the left hand as the right, and some go so far as to say that children should be trained to ambidexterity. In a lecture before the French Academy of Medi-

cine, Dr. P. Armaingaud, a member, "suggested that children be trained to write with both hands. The habit of using only one hand," he declared, "is ridiculous, needless, and obsolete, and any adult with several months' practice can make his left hand as useful as his right."

With this statement Dr. Bolton took issue, saying, "It would be difficult to do this, as the relationship between the two hemispheres or halves of the brain and the two hands is hard to change."

Here again it should be borne in mind that Dr. Bolton and Dr. Armaingaud are discussing the writing of normal *right-hand* forms with the *left* hand, and inferentially, by persons naturally right-handed.

It seems clear that, for the purposes of the present discussion, a distinction should be drawn between the naturally left-handed person and the naturally right-handed person who must write with the left hand, since more is involved here than the mere change of hand.

### The Two Hemispheres of the Brain

Reference has already been made to the two "hemispheres" of the brain and their control of the muscles of the body. Let us pursue that phase of the subject further. I quote from an article by Fred C. Wales in *Technical World Magazine*, January, 1914:

We all have a "speech center" located on one-half of the brain—on the left side in right-handed persons, but, curiously enough, on the *right* side of all who are left-handed. Up to a short time ago, it was thought that we had only one of these "speech centers." It was Professor Fraenkel of Germany who upset this time-honored belief.

Professor Fraenkel had a patient who had lost his speech through disease or injury to this speech center in the brain. The occurrence is by no means an uncommon one. This patient was right-handed. By putting him through a systematic course of writing exercises with the *left* hand, Fraenkel succeeded in completely restoring the speech of this unfortunate, an achievement until recently never even dreamed of as a possibility!

Dr. Wales continues: "These things may be interesting to the pundits and psychology sharps, you may say, but are they of practical value?" I submit the view that the light they throw upon the general subject of left-handedness, and the deductions to be drawn therefrom as to sound procedure in

<sup>3</sup>The proportions are estimated to be as follows: Right-handers, 90 per cent; left-handers, 5 per cent; ambidexters, 5 per cent.

<sup>4</sup>Probably five left-handers to every 100 right-handers would be a normal ratio among shorthand writers if left-handers knew they could learn shorthand with the same ease as do right-handers.

training left-handed shorthand writers, give them practical value to shorthand teachers.

From observation, investigation, and experimentation, I am convinced that it is psychologically and physiologically sound procedure to teach mirror shorthand to naturally left-handed writers, on the ground that any difficulty, such as that referred to by Dr. Wile, entailed by such procedure will be more than offset and compensated for by the inherent advantages of the reversed style. As to natural right-handers who, like Mitchell, *must* change to the left hand, the advantages of mirror writing are beyond a reasonable doubt.

For expert opinion in support of this view, I quote again from the statement of Dr. Lund:

#### Quotation from Dr. Lund

Obviously, the left-to-right movement places the left-handed individual at a decided disadvantage. When left to his own devices he is apt, while learning, to write backward, proceeding from right to left and reversing his strokes so that his script appears as ordinary writing would when seen in a mirror. This is the natural mode of writing with the left hand. Mirror-writing is also apt to result when individuals who have lost the use of the right hand attempt to write with the left.

But the unhampered movement of the hand is by no means the only reason for this. In the manipulation of objects the hands are constantly being trained in reciprocal action. The movements of the one hand frequently duplicate, yet reverse, those of the other in much the same way as mirror-writing movements of the left hand duplicate, yet reverse, the movements of ordinary writing. This fact of reciprocal training of right and left hand would seem to have a great deal to do with the tendency toward mirror-writing in children as well as in adults when the left hand is used. There is also reason to believe that the reversal of pattern in the movements of the two hands is duplicated by a reversal of nerve pattern in the two hemispheres from which the hands are innervated and controlled.

For social as well as practical reasons, we discourage longhand mirror-writing. The individual does not want to appear odd, and it is desirable that he should write a hand that is equally legible to all. But what is true of longhand is not true of shorthand. In the case of the latter the script is not intended for later reading by others. It is a device useful primarily to the writer, and serves merely as an objective record for later transcription. This being the case, the left-handed individual should be permitted to write in the manner most natural and convenient for him—that is, to mirror-write. (See illustration on page 635.)

In corroboration of Dr. Lund's statement regarding the naturalness of mirror writing for left-handers, especially for those "who have lost the use of the right hand," I quote Dr. Gowers, F.R.S., a distinguished neurologist of London, England, in an article in the *Phonetic Journal*, May 1, 1897:

#### Quotation from Dr. Gowers

Mirror writing is the term generally given to the backward writing from right to left. . . . It is the natural mode of writing with the left hand. That with the right is thought to be from left to right because this is effected by a movement of the right arm from the body, so that it is not hindered by the arm coming in contact with the body; the similar movement of the left hand is necessarily in the opposite direction. Persons who have lost the use of the right hand, and begin to try to write with the left, have a strong tendency to write thus, and so have children who are learning to write, if they try to write with the left.

There is in existence a celebrated manuscript the "Codex Atlanticus," by Leonardo da Vinci, written in this way, and it was supposed that it was so written for concealment, until there was found in the Vatican Library the diary of a priest who visited da Vinci a little before his death. In the diary he mentions that the painter lost the use of his right hand.

It has been thought that left-handedness was the reason why some of the early nations wrote from right to left—for instance the Hebrews. . . . The similar arrangement of the centers for the movement on the two sides of the brain makes it easy to understand the production of mirror writing by the left hand.

Dr. Gowers' statement in this matter carries additional weight because of the fact that he, himself, was a skillful shorthand writer.

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"Let Left-Handedness Alone," by J. J. Terrell, M.D., *Illustrated World*, April, 1917.

# The Legal Phase of Business Finance

By E. L. KELLEY

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**F**INANCIAL problems present themselves constantly, from the organization of a business enterprise until that enterprise becomes disorganized and ceases to function.

Business as a whole is not strictly a matter of profit, but of mutual service. The services given by those in business, if valuable to society, will be paid for, and a profit will result. If the man in business does not render services to the public, he cannot expect to reap profits from his investment. The only limiting factor upon the services which one can give is his ability to determine a need of society and to place the means of its satisfaction within reach of the public.

The business man who can determine the need, then find a way to fill it, is the one who will find his business a success. He must first learn not to consider profits, but service, his primary objective, and the profits will be brought to him by society.

These new businesses ever springing into life with the growing needs of society are organized by a person known as a promoter. He is an important member in the world of business and finance. He searches for the new businesses to meet the needs of society, and, if found, he plans the means of financing them, and sets this arrangement in working order. In most cases he receives, as payment for his services, stock in the concern which he has organized.

## Marshall's Classification of Promoters

Leon C. Marshall makes the following classification of promoters: (1) the professional promoters—the men who make it their main business to hunt for enterprises that promise profits and to arrange the financing of those enterprises; (2) lawyers and bankers in small communities; (3) bankers and brokers in large cities; and (4) engineering firms which are engaged in construction work of different kinds. These firms have drifted into the custom of taking up new enterprises of merit, and performing the work of promoting them without the aid of the professional.

Turning now directly to the question of finance, we find it to be one of the most important problems of any business, regardless of size. Such financial problems cannot be avoided. It is essential that the business must have at its head one who is efficient, of strong character, and far-reaching vision. This man will study his financial problems in every detail, then will be capable of solving them in the most efficient way. The promoter here must give way to the executive.

## The Executive Must Know Fundamentals

The executive must realize that successful business is governed by certain fundamentals; that if he is to have the satisfaction of playing an important part in production and distribution of goods, he must study these fundamental laws and use them in the way that will prove of greatest benefit to his specific business. It is less difficult to organize a business enterprise, than to manage it in order to secure the best results after the organization has been completed. The executive must be able to see the new conditions as they arise, and to recognize and take advantage of every opportunity that presents itself.

There are certain factors without which a business cannot exist. The most important is capital. Many methods are used for financing an enterprise. The method is largely determined by the type of the enterprise. In a few cases, the owners of the business have sufficient money to finance their plans without any money from the outside. However, the method probably used more than any other is that of interesting men of wealth in the proposition and inducing them to invest their funds in it.

An important method of financing a business, which has come into use during the last twenty years, is the customer-ownership type. At first, the major part of the business world would not accept the method as practicable. Finally, it entered the public utilities field and at present it may be found in many types of business. Many of the most successful busi-



ness men are now devout advocates of this form of organization.

Another method which has found favor as a means of supplying needed capital is the selling of additional stock of an established business to the present stockholders. The company brings this plan to the attention of the stockholders through an announcement of the selling of additional stock, allowing the present stockholders the privilege of buying the number of shares they desire (usually at a price substantially below market value) prior to putting them on the open market. This is usually considered a privilege by the stockholders and in the majority of cases they are glad to take advantage of it.

The selling of the "commercial paper" belonging to a firm has grown to be a commonly used method of raising capital. This commercial paper consists of negotiable notes, acceptances and bills of exchange, and is sold on the open market through brokers.

Another method of obtaining capital is that of borrowing it. However, many business concerns boast that they have never borrowed any great amount of money. They have gradually developed and expanded through re-investment of earnings in the concern. This kind of growth is due to a far-sighted board of directors which has the power to dispose of the surplus earnings in whatever manner is deemed advisable. The Carnegie Steel Company and Marshall Field's department store are outstanding examples of this method of development.

### Two Devices to Aid Credit

As aids in the borrowing of money and establishing credit for the carrying on of business, the law has set up two devices. The first is the use of such instruments as notes, bonds, etc. This protects the creditor in that he has a claim that has an exchange value. The second device is the use of liens, assignments, mortgages, and pledges. These furnish the creditor a means of enforcing obligations other than a mere action at law.

The most important consideration in regard to granting credit is the ability of the debtor to pay the obligation when due. If the debtor has the means to pay, the debt can, in most cases, be collected whether he is willing or unwilling. Inability is usually the cause of the failure to meet an obligation. The creditor is protected by the law in certain ways which

not only benefit the creditor but also the debtor and business as a whole.

The creditor may assure himself of the ability of the debtor to pay, through a thorough examination of the financial statements of the debtor's business. He may require the debtor to have these statements certified by a public accountant, if he desires a check on the correctness and fairness of the estimates of value. If these statements show the business to be financially sound, the creditor in many cases will extend credit with only the promise of the debtor to pay, at a certain time, as security.

### The Unpaid Seller's Lien

The creditor may require additional security, such as holding the goods until paid for. The goods then become the legal property of the debtor. Such security is known as an unpaid seller's lien. It is a right to hold the goods until he receives the money. At the end of a reasonable time, the creditor may sell the goods to discharge the debt.

The unpaid seller's lien is valid only during the time the creditor retains possession of the goods. Instead of retaining the goods, the creditor may deliver them at a place named by the debtor and retain a bill of lading in his own name. This prevents delivery of the goods except upon order from the creditor. The creditor may have the bill of lading made in the name of the debtor, but retain possession of it or send it to his agent with an order to deliver it to the debtor at the time the debt is paid. With the use of these devices it is unnecessary to consider the future ability of the debtor to pay for the goods because they will not be delivered to him until he has the money to pay for them.

The "pledge," also included in the second device provided by law for the protection of the creditor, will allow the debtor to have possession of the goods immediately upon their purchase. However, he must deliver personal property to secure payment of the obligation as agreed. The creditor has the legal right to sell this property and discharge the debt from the proceeds.

Another protective device, the "mortgage," is similar to the "pledge" in that the creditor may sell the property owned by the debtor and satisfy the claim out of the proceeds, but he must return the remainder of the proceeds, if any, to the debtor. One may mortgage either personal or real property, but may pledge only personal property.

If the debtor does not have property which he can pledge or mortgage to secure the debt, he may use, if available, the credit of some third person. This is known as "suretyship" or "guaranty." This device may not be satisfactory to the creditor, or the debtor may not succeed in finding a person willing to guarantee the debt.

Both general types of devices have been developed in order to make the credit of individuals available for the advantage of society as a whole. One of the results of using these devices is that certain obligations are forced upon the debtor and certain rights are given the creditor, thus forming a basic debtor-creditor relationship. These devices are valuable to the debtor because they enable him to obtain money when he needs it. They are valuable to the creditor because they protect him against the inability or unwillingness of the debtor to pay the obligation when it is due. They are an advantage also to society because they make possible the creation of credit on a large scale so necessary in modern business.

Credit is built up on the same general principles, regardless of whether it is on the basis of the first or second device. In most instances, an individual hesitates to become a creditor unless he is well protected against loss. This protection has been given through devices established by law. Lack of a good credit standing is a grave handicap to a business enterprise, and in many cases the method of using this credit, when acquired, has determined the failure or success of the business.

### **Difference Between Bank and Trade Credit**

In order to make proper use of his credit after it has been established, the business executive should distinguish clearly between bank credit and trade credit. By bank credit is meant the individual standing of business enterprises at commercial banks where they may desire to obtain loans. Trade credit relates only indirectly to bank credit. It is the custom of allowing the buyer immediate possession of the goods he purchases and the privilege of postponing payment for them until a later date. Under this practice, the dealer is really granting a short-time loan to the purchaser. The granting of trade credit is one of the most common types of short-term loans, due to the fact that probably over ninety per cent of the business transacted is on a credit basis.

### **Credit Systems Should Be Very Simple**

It has been found that, in order to use credit advantageously, it must be free from complicated transactions; and that the creditor must be assured, in some manner, that his risk of loss is slight. There was no simple method of credit developed through common law. One type of credit at that time was the bond obligation or a debt under seal. This type of credit was not successful, due mainly to the fact that the paper could not be transferred. Only the person named could claim any rights under the promise. The business men who needed credit only occasionally were not especially inconvenienced by the common law method of obtaining it, but it was a serious inconvenience to those who transacted a great deal of business on a credit scale. This group, as a result, worked out a method to fit their needs. These rules were later designated as the "Law Merchant" and the principles of the "Law Merchant" have come to be known as the "Law of Negotiable Instruments."

During the twelfth and thirteenth centuries, bills of exchange began to be used by the Florentines and Venetians. Later, the French and English found their use of great value. It was impossible, prior to the seventeenth century, to transfer these bills. The bills were made payable to order, just as we have them today, and transferring them by indorsement came into common use. Promissory notes, which at first were not transferable, were also made payable to order, and transferable through indorsement. This characteristic of transferability was found to meet a very great need in the business world, and soon became widely used.

All these credit devices are important only so far as they carry some assurance that the debts which they create will be enforced. Individuals create credit upon the supposition that they have the power to force the payment of the debts. In answer to this demand, the courts have established a set of detailed rules in regard to the remedies which the creditor may use if necessary and the state has furnished the means for carrying these remedies into effect. These remedies and the law machinery are highly complicated and the average business man is acquainted with them only in a general way. The ability of the creditor to enforce the payment of the debt through process of the law is known as a "power." The most commonly used "power"

belonging to the creditor is the process of changing the debt claim to a "judgment." After this process has been completed, the original claim ceases to exist, but is changed into a higher obligation which is called a "debt of record." The "judgment" is an essential part of the process of giving the creditor the right to sell property of the debtor to satisfy his claim. Without the "judgment," the creditor must depend on the voluntary act of the debtor for payment of the debt.

The law also protects the debtor, which makes the debtor-creditor relationship a two-sided one. Along with the protection given the creditor has come a group of privileges and immunities for debtors. These privileges and immunities constitute the limitations upon the extent to which the creditor may pursue the defaulting debtor. In virtually all cases, certain property of the debtor is held to be immune to all attacks by the creditor, even though the law gives the creditor the power of realizing upon and satisfying his claim of the debtor's property through the use of certain approved procedure.

The law has been constantly developed, the better to clarify the relationship between debtor and creditor. Practically all conceivable points pertaining to this relationship have been examined in law and rules of procedure set up.

In order to attain the highest degree of success in his business relationships, it is fundamental that the business man study and familiarize himself with the devices which have been developed for doing business upon a credit basis; also the rights at law of both the creditor and the debtor.

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## Legal Articles for Next Year

**T**HE BUSINESS EDUCATION WORLD announces the publication of the following illustrated articles next year, beginning with the September number:

"Shortcutting the Mazes of the Law," by George B. Hurff, Jr.

"The Origin and Evolution of United States Law," by Nancy Lea Tormey.

"Legal Maxims," by James W. Moody.

"The Legal Phase of the Business Man's Relation to Labor," by E. L. Kelley.

"Queer Laws by Queer People," by W. H. Whigam.

Our readers will find these articles instructive and most interesting. Business Law teachers will want to use them as supplementary material.

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## Business, the Custodian of the World's Economic Future

**"B**USINESS more than anything else is the custodian of the world's economic future," stated Dr. Gregg in a recent broadcast over station WNAC, Boston, and other radio stations served by the Transradio Press Service.

In Dr. Gregg's opinion, "Business itself will measure up to its responsibility only if our young men and women are being adequately trained to take their places in the business world of tomorrow.

"I am not opposed to academic education, but I do contend that business education is a branch of education in which business men should work with educators to develop minds adequately prepared to meet the social needs arising from business relationships in traffic and exchange in all branches of our national and international life. Such a conception of business education would serve to interpret the signs of the times in terms of true social and educational value."

Dr. Gregg was introduced to the radio audience as the man who probably has saved the business world more hours of time than any other person in history. The author of Gregg Shorthand, the system which is now taught in 8,294 of the 8,362 public schools that include the subject of shorthand in their courses of study, gave this bit of advice to young men and women anxious to make a success in the business world: "Take dictation when you are young if you want to dictate when you are older," and he supported his advice by pointing out that such famous men as Elbridge Gerry, James Madison, Woodrow Wilson, John Raskob, George B. Cortelyou, and a host of others, started on the road to success through a knowledge of shorthand.

"The more than a million stenographers in this country today constitute the best part of the 'Brain Trust' in American offices and business," Dr. Gregg said, "while the average person would be surprised to know how many successful men of today in all walks of life started their careers as stenographers."

# A Romance of the Second "R"

By CARROL P. GARD

New York City

## A Half Century Ago a Man with an Idea Started a Revolution in Handwriting<sup>1</sup>

"R EADIN", 'Ritin', and 'Rithmetic" comprised just about the entire curriculum of our early public schools, and the most important of these was writing; so much so that the early schools were often spoken of as "writing schools" and the early teachers as "writing masters." In those days, to write at all was an accomplishment, and to write well assured one a definite prestige among his fellows.

With the spread of popular education and the increasing need of business for efficient penmen, interest in handwriting received a tremendous impetus. The ultimate effect, however, was decidedly detrimental to the real purposes of handwriting, since it resulted in the cultivation of outlandish styles of "ornamental" hands, to achieve proficiency in which hundreds of young men spent years either in intensive study at home or at one or another of the "business schools" which were then springing up all over the country.

Such a young man was A. N. Palmer. He had studied under the great Gaskell, and had been graduated with the full approbation of his master, presently to enter a business house, where he found that his ability to execute a wide variety of capitals was of little or no use in keeping his ledger up to date. His co-worker, on the other hand, with whose books his own compared most unfavorably, without shading or flourish, completed his work in a fourth of the time and with greater ease and also with much greater legibility.

Emulating the handwriting position and movement which produced such successful results for his colleague, Palmer developed a rapid business hand in which capitals and small letters were executed with what he called "muscular" movement, which term meant a movement executed with the forearm resting on the desk, the force that moved the pen coming from the upper arm and shoulder rather than from the fingers.

With a new vision of a sensible handwriting instruction, he courageously launched another handwriting magazine into a field which the cult of ornamental writing, reaching the stage of a current craze by 1884, had already overcrowded. Thus came



A. N. PALMER

into being *The Western Penman*. In it, Mr. Palmer lost no time in elaborating his new principles of handwriting, initiating in due course a series of lessons, the copies for which he himself prepared. The circulation of *The Western Penman* increased by leaps and bounds, and the name of A. N. Palmer, as a leader in handwriting instruction spread far and wide throughout the land.

The summer of 1900 marked the first publication of Mr. Palmer's lessons in business writing as a handwriting textbook and its first adoption by a group of schools. Next came the organization of the A. N. Palmer Company, which early began to develop those special services necessary for the training of teachers and the motivation of pupils.

The results of muscular movement handwriting in the various schools which had adopted the method were sufficiently apparent by

<sup>1</sup>Adapted from an article of the same title printed in the *Journal of Education*, February 5, 1934.

1904 to enable the author to make an impressive exhibit at the St. Louis Exposition. A direct result of this exhibit was an invitation from a public school official of New York City to Mr. Palmer to come to New York to introduce his method into one or more schools. Officially introduced into one Manhattan school early in 1905, the system was so entirely satisfactory that with the beginning of the next school year more than half of the schools of the city were ready to adopt the new method. This necessitated the opening of a New York branch of the company, whose headquarters were, and still are, in Cedar Rapids, Iowa, where Mr. Palmer was located when he inaugurated his movement. Other branch offices in Chicago and Boston followed, and later, an office in Portland, Oregon, completed the national coverage.

In 1906, *The Western Penman*, then in its twenty-second year, announced a change in name to *The American Penman* in keeping, as the editor said, with its continued growth in size, circulation, and sphere of influence. A few years later the journal moved its office of publication from Cedar Rapids to New York, with its founder still in active editorial control.

With the growth of a large group with a more or less determined attitude toward handwriting, *The American Penman* served a useful purpose as a medium through which these teachers expressed their ideas and circulated their theories. Those whose writings were too lengthy for publication in a periodical found in the A. N. Palmer Company, then beginning to be active in the field of supplementary publications, an interested and ready publisher of their writings.

By 1911, the annual sales of the "Palmer Method of Business Writing" had mounted to over a million copies, and the book had been supplemented by a second text for primary grades. Later, the company developed a four-book and an eight-book series for the elementary grades, and a more advanced text for high schools and business colleges, but the

"Palmer Method of Business Writing" remained the leading seller and the most widely used handwriting text in the world.

Among the services which were developed as adoptions of the method multiplied were: free examination of pupils' specimens and reporting of results to teachers; appropriate awards in the lower grades when a satisfactory standard had been achieved by the grade; more elaborate pins and certificates for the higher grades, on payment of stipulated fees; visiting inspectors, who examined the work of various schools, gave model lessons, arranged for teachers' conferences, and encouraged in every way possible the maintenance of high standards.

With the growth in educational circles of an interest in tests and measurements, a department of handwriting research was organized. This department, with the cooperation of hundreds of teachers in every part of the country who supplied tests written in accordance with instructions given by Dr. Paul V. West, of New York University, head of the research department, produced the American Handwriting Scale. This was the first handwriting scale to use samples of writing by children in the different grades of the elementary school and to take into account both the quality and the rate of writing.

With the death of the founder in 1927, the active management of the company passed to his successors. So well-established and organized a firm could not but proceed with smoothness even when its controlling head had passed on.

That so great an achievement could be the result of a single idea, first elaborated in a tiny journal of eight pages, is a marvelous tribute to the faith and energy of the founder of *The American Penman*. We must date the Handwriting Revolution from the day in 1884 when A. N. Palmer first put his ideas into print. That journal, first launched into a crowded field, survives to this day, not alone as the oldest handwriting magazine, but as one of the oldest periodicals in the country.

## Some Snares and Delusions in Junior Business Courses

THE public school system of Detroit is one of the large city systems that has adopted a definite Junior Business Education program. Mr. J. L. Holtsclaw, Supervising Principal, Commercial Education in Detroit, has prepared for publication in the September issue of the BUSINESS EDUCATION WORLD an enlightening article under the title of "Some Snares and Delusions in the Junior Business Course."



# Improvement Check Sheet

## for Teachers of the Junior Business Course

Prepared by CECIL PUCKETT

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In the past few years much has been written about the Junior Business Course. We have seen it advance from a course with the strictly vocational aim of training junior help for offices and stores to a broad exploratory and informational course, with vocational and educational guidance and consumer knowledge as its new objective. The over supply of junior workers and the recent development of the National Recovery Act, which has eliminated to a great extent the jobs for young people of underschool age, have made this development necessary. The Junior Business course then, through pressure brought on the schools, is being obliged to go in the direction it should have gone in the first place.

Within the past few years, the Junior Business course has become increasingly popular. School administrators are realizing that a broad knowledge of the field of business is necessary to the child, since his daily contact with business is inevitable. An exploratory course in General Science has already become almost universal. A similar opportunity for exploration is also rapidly coming to the front in Industrial Arts through the General Shop course, which is made available for the child with no idea whatsoever of specialization. By the same token, the General Business course is intended to give the student some idea of business from the standpoint of the consumer as well as the producer.

There are many business teachers who find themselves unfamiliar with the content of a Junior Business course. However, the majority will find that they have the background around which to build such a course. The organization and general procedure of a class of this nature will be entirely up to the teacher himself. Even after teaching a class in Junior Business for some time, a teacher needs to check on himself, needs to add to, make changes, eliminate certain ideas that he has had and has used in the past. This is the reason for the use of the improvement check sheet given here.

We are aware of the need of a self-checking scale. There are few of us who have not recommended it to our students and urged that they use it to try to locate and correct faults. In many cases we could well have saved the time and energy, while in many other cases it has been of much value.

The constant use of an improvement check sheet means a constant study of the job being done by the teacher. It is not static in nature but rather it is used as a guide for the teacher in his thinking toward the making of a better and more successful course.

The headings and questions used in the Improvement Check Sheet should be based upon the teacher's idea of what a good Junior Business course should embody. The aims for which he intends to strive should be set out at the beginning of the sheet. Upon the things that he considers necessary to attain these aims, he will base the headings and the questions stated in the body of the sheet. The questions should be so constructed that, if answered correctly, the answer will be of a positive nature, indicated by a check mark (✓) placed in the "Yes" or "No" column. Those questions that are answered "No" should be the ones that inspire the teacher to self-improvement.

### AIMS OF JUNIOR BUSINESS COURSE\*

#### *General*

1. To show that the most important function of business is to serve society through meeting economic needs, and to study the simple economic principles involved.
2. To develop ideals of service by reason of class activities.
3. To aid in developing good citizens through teaching fundamental business practices which every individual should understand if he is to be successful in any walk of life.
4. To open fields of knowledge which should create a desire to continue in school.

\* *Commercial Arts Course of Study for Indiana Schools*, Bulletin No. 100G, State of Indiana Department of Public Instruction.

- 5. To give the student an opportunity, through projects, to explore and discover aptitudes, abilities, and interests which will help him in planning a school program and in selecting a vocation for life.
- 6. To develop a better appreciation of the world of commerce.

Specific

- 1. To emphasize the importance of cooperation and service in any organization.

- 2. To develop initiative, reliability, and responsibility.
- 3. To encourage the utmost neatness and accuracy.
- 4. To teach principles of efficient business procedure.
- 5. To stimulate interest in the affairs of the community.
- 6. To explore pupil interests and aptitudes, and to reveal the opportunities available in all the important commercial pursuits.

THE IMPROVEMENT CHECK SHEET

Physical Conditions

	Yes	No
1. Is the light in the room properly adjusted?.....	.....	.....
2. Is the temperature held at the proper degree?.....	.....	.....
3. Is ventilation watched carefully?.....	.....	.....
4. Is the furniture kept in order?.....	.....	.....
5. Is the teacher's desk cleared of unnecessary materials?.....	.....	.....
6. Are the unused chairs placed carefully under the desks?.....	.....	.....
7. Is the floor kept clear of waste paper?.....	.....	.....
8. Is the blackboard cleared of all previous work which is of no value?.....	.....	.....
9. Is the material on the bulletin board arranged in an orderly manner?.....	.....	.....

Equipment

1. Are desks of suitable height for the pupils?.....	.....	.....
2. Are desks large enough to promote efficient working with materials?.....	.....	.....
3. Are desks low enough to allow pupils freedom in penmanship?.....	.....	.....
4. Are chairs low enough to allow feet to rest firmly on the floor?.....	.....	.....
5. Is each pupil supplied with plenty of paper, a pencil, a pen, etc.?.....	.....	.....
6. Is each pupil supplied with some type of work-book into which he can enter knowledge gained on various points?.....	.....	.....
7. Is each pupil supplied with a folder in which he can file material collected and acquired in class?.....	.....	.....
8. Is there plenty of blackboard space in the room?.....	.....	.....
9. Is there plenty of display board space?.....	.....	.....
10. Are there plenty of reference books?.....	.....	.....
11. Is there plenty of reference material about the immediate community?.....	.....	.....
12. Is there plenty of reference material on "big" business concerns?.....	.....	.....

Procedure

1. Is the discussion of the preceding day linked up with the current lesson?.....	.....	.....
2. Is a short question given at the beginning of the period for written work in which penmanship and spelling are carefully checked?.....	.....	.....
3. Does the teacher pass freely about the class to aid in penmanship during the writing of the answer to the connecting question at the beginning of the period? .....	.....	.....
4. Is a standard of attainment set up for penmanship?.....	.....	.....
5. Is spelling checked carefully?.....	.....	.....
6. Are misspelled words returned to the pupils for corrections?.....	.....	.....
7. Are pupils required to use the dictionary to learn the correct spelling of the words missed? .....	.....	.....
8. Are frequent reports made by pupils?.....	.....	.....
9. Are notebooks or folders kept by pupils in which to file materials?.....	.....	.....
10. Do pupils obtain speakers to appear before the class?.....	.....	.....
11. Are speakers brought in to talk on the subject under discussion in class at the time?.....	.....	.....
12. Does the teacher read to the class interesting stories bearing on the subject under discussion? .....	.....	.....
13. Is the class organized in such a way that the pupils take care of detail work? .....	.....	.....
14. Does the class begin on time?.....	.....	.....
15. Are assignments made at the time of the period at which they are most effective? .....	.....	.....

*Pupil Activity*

	<i>Yes</i>	<i>No</i>
1. Are pupils interested in finding out things about their community?.....	.....	.....
2. Are pupils interested in interviewing business men of the community?....	.....	.....
3. Are pupils ambitious? .....	.....	.....
4. Do pupils talk with the teacher about the problems which come up in class? .....	.....	.....
5. Do pupils respond readily to class discussion?.....	.....	.....
6. Do pupils volunteer to interview local business men or women that they may report the results to the class?.....	.....	.....
7. Do pupils bring in reports from their own experiences?.....	.....	.....
8. Do pupils accept and follow up the suggestions of the teacher?.....	.....	.....
9. Do pupils reason out the discussions brought out in class?.....	.....	.....
10. Do the experiences reported by the pupils have direct bearing upon the problem under discussion? .....	.....	.....
11. Do the pupils ask questions regarding the problems under discussion?....	.....	.....
12. Do pupils present proof of the soundness of their contribution to the discussion? .....	.....	.....
13. Do pupils bring materials, such as business forms, newspapers, telephone directories, etc., to class as contributions to the class discussion?.....	.....	.....
14. Do pupils understand the reasons for discussion on various points brought up in class? .....	.....	.....
15. Do pupils form their own conclusions in view of the facts presented in the class discussion? .....	.....	.....
16. Do pupils do detail work such as, adjusting light, passing out papers, gathering papers, checking up on absentees, etc?.....	.....	.....

*Teacher Activity*

1. Does the teacher link up the work of the previous day with today's recitation? .....	.....	.....
2. Does the teacher approach from the known to the unknown?.....	.....	.....
3. Does the teacher encourage the pupils to interview people regarding civic and business problems?.....	.....	.....
4. Is the teacher's voice pleasing in tone yet commanding?.....	.....	.....
5. Does the teacher command the attention of the pupils?.....	.....	.....
6. Is the bulletin board made use of constantly?.....	.....	.....
7. Does the teacher pass informally about the room, talking <i>with</i> the pupils rather than <i>at</i> them?.....	.....	.....
8. Is the teacher enthusiastic about the work at all times?.....	.....	.....
9. Does the teacher vary the type of instruction in order to break the monotony and meet the needs of the group?.....	.....	.....
10. Does the teacher have a lesson plan worked out in advance?.....	.....	.....
11. Does the teacher allow pupils of comparable ability to work together?....	.....	.....
12. Does the teacher use business forms, newspapers, city directories, etc., as demonstration material for the class?.....	.....	.....
13. Does the teacher make use of pupil experiences in developing class problems? .....	.....	.....
14. Does the teacher contact the business and professional men and women of the community in order that his knowledge of local conditions may be improved and increased? .....	.....	.....
15. Does the teacher select the majority of his problems and materials from business organizations with which his pupils are more or less familiar?... ..	.....	.....

## Federation of California Teachers' Associations

**T**WENTY-ONE representatives from the five commercial teachers' associations of California met for dinner following the commercial conference at Fresno, March 24, at which time the matter of a federation of the various associations was discussed.

Those present agreed that it is desirable to form a federation of the groups. The federation is in no wise to affect the already existing organizations, but rather to be a means through which the organizations may function with regard to state-wide propositions which may require united action.

One of the members was appointed to draw up articles of agreement and submit them to the various groups for their approval.

The presidents representing the different sections were:

Dr. R. E. Rutledge, Bay Section Commercial Teachers' Association; R. H. Stenback, North Coast Section Commercial Teachers' Association; Mrs. Olive L. Longsdorf, Central Section Commercial Teachers' Association; W. E. Alderman, Central Coast Section Commercial Teachers' Association; L. O. Culp, Southern California Commercial Teachers' Association.

# Economic Myths

By Dr. HAROLD F. CLARK

Professor of Educational Economics, Teachers College, Columbia University

*This series of myths started in the September number. Dr. Clark's fifth article on "What Economics Should Teachers Know?" appeared in the May number.*

## ECONOMIC MYTH NO. 20

### Advertising Gets People to Spend Their Money; Therefore, It Is a Good Thing

**A**DVERTISING may have many justifications. Certainly the above is not one of them. It is quite true that there may be particular conditions developed because of which it is necessary to persuade people to continue spending normally. In times of panic or when people fear that conditions are going to get very much worse or that prices are going to fall sharply, there may be a tendency to withhold the spending power. The way to remedy such conditions should be to attack them directly.

A little too much of the advertising that takes place in America today is directed toward shifting producing power from one commodity or service to another without any particular regard as to whether the second product is socially more desirable than the first. Almost the only criterion used is whether advertising will increase profits to the concern which does the advertising. The assumption might be made that this will benefit the entire country. But there is no such automatic relation between private and social profit at the present time. In ordinary times it is unnecessary to try to persuade people to spend their money. If the advertising is conducted because it is trying to introduce a superior or new product, then it may have real social justification. Perhaps a very limited amount of competitive advertising is justifiable if we are going to have a competitive economy.

## ECONOMIC MYTH NO. 21

### It Is Possible to Increase Economic Welfare by the Destruction of Property

**M**ANY people not only believe this but act upon it. Brazil destroys a thousand million pounds of coffee and will justify this act on the ground that the smaller amount has

a greater value. The Federal Farm Board urges the plowing under of every fourth row of cotton and the drastic reduction of the amount of wheat grown, the justification in each case being that the smaller amount will have a greater value than the larger one. The fruit growers will agree to leave hundreds of thousands of bushels upon the trees or the vines and will justify this on the ground that the value of the smaller amount is greater than the value of the larger. Of course these losses are insignificant compared to the far greater economic loss that comes from the restriction of output on the part of manufacturing concerns and the restriction of output in many other fields. It is a very peculiar kind of thinking, but the assumption is widespread that wealth can be created by the destruction of property.

If you discuss the matter with the people who are advocating or performing such actions, you will find one usual justification. They will tell you that by this means the profits or income of the individuals or group involved can be increased. In many cases this is true. But it is important for society to realize that wealth for all cannot be gained by the destruction of property and that welfare demands abundance and not scarcity.

Only the automatic machine makes possible this abundance. These machines must produce if we are to have plenty. It is only a myth to think that "it is possible to increase economic welfare by the destruction of property or by the refusal to create property."

## ECONOMIC MYTH NO. 22

### It Is Possible for a Political Body to Construct a Satisfactory Tariff

**C**ONGRESSMAN SWANK persuades his fellow-workers that there should be a prohibitive tariff upon shoe-strings. Shoe-strings are an important item in manufacturing in his  
(Continued on page 662)

# Levels of Knowledge and Skill Needed by a Masterly Teacher of Shorthand

By MARGARET H. ELY

Instructor, Carnegie Institute of Technology, Pittsburgh; Instructor in Methods of Teaching Shorthand, New York University Summer Sessions, 1932-1933

*The supply of teachers exceeds the demand. Competition is becoming increasingly keen, and the "survival of the fittest" is one of the few economic laws that is not being questioned today. In this article, which appeared in condensed form in the NATIONAL BUSINESS EDUCATION QUARTERLY,<sup>1</sup> Mrs. Ely gives a yardstick by which every shorthand teacher may ascertain whether or not his own shorthand knowledge and skill would rank him as a masterly teacher.*

IN the legal profession, successful lawyers are called upon to lecture in the universities and to instruct those who are fitting themselves to practice law. In medicine, the ablest practitioners and most competent surgeons perform the same service. Every medical school has its clinics where the most skillful surgeon operates before the students and physicians who are assembled for the clinic. As he operates he explains what he is doing and the probable result to the patient. The objective of each one present at the clinic is to acquire a clear concept of the technique used by the skilled surgeon conducting the clinic. Much the same sort of thing should be happening frequently in every shorthand class, but in too many classes it never happens at all. Several articles have been written recently calling attention to the necessity for increased skill on the part of shorthand teachers.<sup>2</sup>

In an article by Miss Ulrich, an important question is raised and answered. (She quotes from Charles R. Allen.)

How can a man that does not know how to do a job himself teach another man to do it? How can a man who is a second-class man train a green man into a first-class man? It cannot be done. . . . If a second-class man trains a second-class man and he in turn trains a second—or, more likely, a third-class man, where will the job be heading? The tendency would be steadily to reduce the level of efficiency. On the other hand, if the skill and knowledge of only first-class men are utilized for training—if learners are trained only by first-class men,

qualified in the work of giving instruction—then the tendency would be continually to raise the level of skill and efficiency on the job.<sup>3</sup>

Mr. Renshaw says:

Let's be frank about it. If you are a shorthand teacher, can you write 100 words a minute right now, or, better still, 125 or 150 words a minute? How fast do you type? Can you and do you demonstrate transcribing before your class? . . .

These are not academic questions. The time will come—in fact, we already see it in our teachers-bureau work—when teachers who cannot do these things will be displaced by the teachers who can.<sup>4</sup>

We know that a teacher is seldom able to teach all he knows, and must, therefore, have a reserve of both knowledge and skill over and above that which he expects of his pupils. It is this reserve or surplus which gives him confidence in presenting his subject to his pupils, and which also gives the pupils confidence in his ability as a teacher.

If, then, we could say definitely that a stenographer, to be successful on the job, must be able to write the outlines for the five thousand commonest words and perhaps a hundred common phrases with 95 per cent accuracy, it would follow logically that the teacher who is to train these stenographers should be able to write these words and phrases with 98 per cent accuracy, or perhaps even 99 per cent accuracy, and with great facility.

<sup>1</sup>Ulrich, Florence E., "Training Standards Must be Established before an Efficient Job of Training can be Done," *The American Shorthand Teacher*, June, 1933, Volume XIII, No. 10, p. 447.

<sup>2</sup>Reynolds, Helen, "Looking Ahead in Shorthand and Secretarial Subjects," *National Business Education Quarterly*, October, 1932, Volume I, No. 1, p. 34.

<sup>3</sup>Renshaw, W. W., "The Challenge," *The Business Education World*, November, 1933, Volume XIV, No. 3, p. 129.



Unfortunately, however, we have no data upon which to base such a statement. A few studies of classroom achievement have been made, but these merely tell us what is being done, and not what should be done to serve the best interests of the business offices that employ our graduates.<sup>5</sup> Experience tells us that a stenographer who has automatized a fairly large number of the more frequent words may be highly successful on a job where the vocabulary of the dictator is more or less stereotyped, provided she can transcribe her notes with reasonable accuracy and speed and can get along with her associates. Another stenographer who knows her shorthand far more thoroughly and writes it more accurately may be a failure on the same job if her output of transcribed letters is either inaccurate or slow. The first girl could not succeed on a job where the vocabulary was constantly changing; her automatized outlines would not be sufficient, and her lack of power to build outlines for words not previously automatized would cause her to fail hopelessly.

Whether or not a teacher feels that emphasis should be placed upon the application of shorthand principles during the early stages of shorthand learning, expert writers are fairly well agreed that a writer cannot become expert without learning the application of every principle and the use of every shortcut his system provides.

### Building Outlines for New Words

It must be remembered that a grade-school pupil who is learning to read and write enlarges his vocabulary partly by meeting new words in his reading. When he encounters a new word, he sounds it as best he can from the letters he sees in the words, and, if these sounds recall no word with which he is familiar, he asks someone else—teacher or parent or fellow-pupil—what it means. Possibly he may be able to recognize it and to sense its meaning from its use in the sentence. By some such process as this, his reading vocabulary is enlarged, and, in time, he learns to spell these words and to use many of them in his own written work. In the case of a studious person this process continues with the aid of a dictionary so long as he lives.

<sup>5</sup>Raymond, Frances E., and Adams, Elizabeth S., "STANDARDS IN ELEMENTARY SHORTHAND," The Gregg Publishing Company, 1926.

Kauzer, Adelaide Marie, "Status of Teaching of Shorthand and Typewriting in Secondary Public Schools of Kansas, 1926-27," *Teaching VIII*, April, 1928.

The stenographer on the job usually has no such opportunity, unless he is one of the rare individuals who subscribes to a shorthand magazine, reads the shorthand plates, and thus continues his study of the system. The average stenographer who leaves shorthand texts behind when he finishes his commercial course has only one way to increase his shorthand writing and reading vocabulary, and that is by writing new words by sound and principle as he hears them, possibly later checking with the dictionary. For this reason, the analogy between learning to read and write in the lower grades and learning to read and write shorthand should not be carried so far that the importance of this world-building power is completely subordinated to the automatization of the outlines for the words of high frequency. It is the ability to build a new outline quickly (personal characteristics and transcribing skill being equal) that will make one stenographer capable of promotion and another entirely unfit to advance to a position with more exacting demands on her shorthand writing vocabulary.

### Teacher's Mastery Must Be Complete

If this ability is to be required of a high-school graduate ready for employment, it must be required to a still higher degree of the teacher who is to train this stenographer.<sup>6</sup> He should be able to write unhesitatingly the outline for any word that can be written strictly according to sound and principle. (Abbreviations for the less common words may be a matter of opinion to be settled finally by recourse to the shorthand dictionary.) He should also be able to locate in the manual the statement of any principle regarding which a question is raised by a pupil. But even this ability is not enough for a teacher, because every high school class contains pupils who must know *why*. There are types of pupils who cannot learn merely by looking at an outline and copying the pattern or the movement the teacher uses in writing the outline at the board. There are pupils who can not remember a principle by merely applying it frequently. They must know *why* certain strokes join one way and *why* certain other strokes join differently. Without this understanding of the reason for distinctions in prin-

<sup>6</sup>For some figures regarding the extent to which the teachers in one methods class were able to apply shorthand principles, see Ely, Margaret H., "Subject-Matter Requirements in Shorthand," *Journal of Business Education*, November, 1932, Volume VIII, No. 3.

ciple, he cannot remember how the joining should look. Learning is distinctly an individual matter. The teacher may prefer to use a method which pays little attention to principles until the commonest forms have been automatized; but, if he is to meet adequately the challenge presented by those students who must know the reason for things, the teacher must be able to organize his shorthand knowledge more thoroughly than he will ever require his pupils to do, unless they, in turn, are preparing to teach shorthand.

### Theory Questions Must Be Answered Clearly

Pupils are constantly asking such questions as, "Why is the past tense joined in *worked* and *asked*, when the Manual says to disjoin the past tense with brief forms?" "Why is the *ses* blend used in *courses* when the Manual says the plural of a brief form ending in *s* is formed with two *s*'s, as in *businesses*?"

The answer to the first question can come only from the teacher's understanding that there are brief forms which are considerably abbreviated, as *advertise* and *believe*; and others in which only a vowel is omitted, as in *ask* and *beg*, or the first sound omitted, as in the long list of words like *where*, *when*, *what*, etc. If the last part of the word is cut off, as in the first group mentioned, the past tense must be disjoined; but in the other groups the past tense may frequently be joined, as in *asked* and *worked*; and the derivative ending in *r* may be reversed on a straight stroke, as in *longer* and *sooner*. The satisfactory answering of these questions also depends upon the teacher's understanding of the fact that expediency (facility and legibility), not logic, may be the final criterion of a good outline.

Unit II of the Gregg Manual, dealing with the method of expressing *w*, also requires an understanding on the part of the teacher beyond that which is given in the text for the benefit of the pupil. By the time Unit II is reached, the class has learned that, where two words of different spelling seem practically identical in sound, as *balm* and *bomb*, the shorthand outline follows the English spelling. Webster's dictionary gives the *a* in *balm* the value of the *a* in *arm*, and the *o* in *bomb* the value of the *o* in *odd*; but few pupils can make any clear distinction in the pronunciation of these two words. Consequently, when they encounter *wash*, they wonder why it is not written *oo-a-sh*, and will invariably write



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*oo-a-let* for *wallet* even after *wash* has been learned. It is the teacher's responsibility to know that all words beginning with *wä* are given in Webster's dictionary as *wö* or *wô*. Hence, the shorthand symbols *oo-a* may be pronounced in only two ways (not three), namely, *oo-ä* as in *wagon* and *oo-ä* as in *wages*. This necessitates a dictation drill in which the pupils will learn to listen for the sound of *oo-ö*, to be represented by the two hooks, and to discriminate between this sound and the sounds *oo-ä* and *oo-ä*, which must be represented by the clockwise hook and the large circle.

Closely related to this knowledge of sounds on the part of the teacher is his ability to enunciate clearly and accurately and to instill into his pupils an appreciation of the importance of being able to sound or "vocalize" a word for shorthand purposes. It is difficult to illustrate this ability on paper, but every teacher knows that many pupils never distinguish clearly between the sound of *o* in *hot* and the sound of short *u* in *hut*. This matter is complicated by the fact that words spelled with an *o* may be pronounced short *u* as in *oven* and *dozen*. The competent teacher, then, must be trained to enunciate these sounds clearly, and to give drills on phonetics which will assist the pupils to discriminate between the two hooks. Position of the lips and the location of the sound must be noted. The short sound of the *oo-hook* is almost a grunt,

caused by a sudden expanding of the diaphragm, and seems to be located in the abdomen. This fact should assist the pupil to remember that this sound is represented by the hook which is open at the bottom. The short sound of the *o-hook* closely resembles the sound made when the doctor asks the patient to say *ah-h-h*. He asks for this sound because it opens the mouth wide and permits him to see far down into the throat. By asking the class to sing this sound at a high pitch and then cut it off short, a clear distinction can be made between the sounds of the two hooks. The fact that this sound seems to be placed high up in the top of the head will serve as a memory device for the pupils, helping them to recall that it is represented by the hook that is open at the top.

### Skill Required of a Shorthand Teacher

At the University of Chicago 1933 Conference on Business Education, Nichols said: "It is not enough that teachers of a commercial skill subject shall *know* something about that skill. They all do, but they do not possess the *skill* they seek to develop in others. The trainer of a stenographer must possess a journeyman competency in this field."<sup>7</sup>

But what shall be the standard of journeyman competency? How fast must our graduates be able to take dictation on the job? How many letters of how many words must they be able to transcribe in an hour?

As in the case of shorthand theory, there have been very few studies made along these lines. Malott says: "We do not have sufficient data regarding satisfactory and unsatisfactory standards of achievement in offices, which should be set up as graduation standards. We do not know what variations should be set forth in these standards to meet the different situations."<sup>8</sup>

He comes to this conclusion after studying 186 courses of study in second-year shorthand. The range of the minimum number of words to be dictated per minute was from 60 to 130. In the 104 courses of study that mentioned this item, 76 made no reference to the number of words to be transcribed per

minute. "An attempt was made to inquire into the basis for the establishment of standards for these courses of study. The returns were unsatisfactory. Practically all the statements referred to matters of opinion. In only eight instances did makers of the course of study report that they had collected the data locally as a basis for their standards."<sup>9</sup>

In a monograph, "THE COMMERCIAL CURRICULUM," we find these statements:

Based upon the minimum rate reported by 102 office managers, a stenographer should take dictation at an average rate of 82 words a minute.

Based upon the reports of 80 office managers, a stenographer should transcribe shorthand at an average rate of 50 words a minute.<sup>10</sup>

It should be noted that these dictation rates are minimum rates. If the quality of shorthand instruction is to be improved, we should concern ourselves not with minimum rates but with superior achievement in order that there may be no question as to the competency of our graduates. The suggested rate of transcription seems very high as compared with the dictation rate. Since various studies show that the medium typewriting speed of second-year students ranges somewhere between thirty and fifty words a minute, stenographers who can transcribe at fifty words a minute were obviously not trained in these schools in any great numbers.<sup>11</sup>

Dr. Jessie Graham reports the results of an inquiry addressed to administrators in employing institutions relative to standards set up for teachers of business subjects. Out of 517 administrators only 66 reported definite standards of skill for teachers of shorthand and typewriting. In the senior high schools, the speed required in taking dictation ranged from 40 to 140 words a minute; in the junior colleges, from 100 to 150; and the requirements for the prospective teachers in the institutions engaged in business-teacher education ranged from 45 to 150. With the exception of the junior colleges these ranges are so wide as to be of no value whatsoever in setting standards. They merely indicate that there are some schools which require considerable skill on the part of their teachers.<sup>12</sup>

<sup>7</sup>Nichols, F. G., *Proceedings of the University of Chicago Conference on Business Education*, New York: The Gregg Publishing Company, 1933, p. 80.

<sup>8</sup>Malott, J. O., "Studies in Achievement in Shorthand, Typewriting, and Transcription," *Iowa Studies in Education*, Monograph No. 12, *Research Studies in Commercial Education V*, 1932, p. 122.

<sup>9</sup>Ibid.

<sup>10</sup>Kyker, B. Frank, "THE COMMERCIAL CURRICULUM," New York: The Gregg Publishing Company.

<sup>11</sup>Malott, J. O., "Achievements in Typewriting," *National Business Education Quarterly*, December, 1932, Volume I, No. 2, p. 3.

<sup>12</sup>Graham, Jessie, "The Teacher's Skill in Shorthand and Typewriting," *The American Shorthand Teacher*, June, 1933, Volume XIII, No. 10, p. 447.

The records of the Gregg Publishing Company show that in the school year, 1932-1933, the following number of *Gregg Writer* transcription certificates were awarded:

### Gregg Writer Records

80-word .....	30,453
100-word .....	18,964
125-word .....	4,311

These tests consist of new matter dictated for five minutes and transcribed with at least 95 per cent accuracy. The figures indicate that it is entirely possible for some pupils in some schools to attain a dictation speed on new material of 125 words a minute. This is undoubtedly superior achievement, but, if our shorthand instruction is to be up-graded, we must fix our attention on superior achievement, and see that our teachers are equipped to accomplish these superior results. This means that they must be able to demonstrate and must make a habit of demonstrating to their classes correct technique in taking shorthand notes from dictation and in transcribing shorthand notes on the typewriter. During the demonstration of transcribing technique, especial attention should be called to the fact that the eyes must be kept constantly on the shorthand notes, the attention on the thought of outlines considerably in advance of those being transcribed, while the typing is entirely taken care of by means of responses that have been made automatic on the word-and-combination level.

It is of course conceded that a teacher who is required to teach six or seven periods a day, with perhaps almost as many preparations, will not be able to maintain the speed he developed during his training period. But, while he may lose speed, he will still be a skillful stenographer if he demonstrates to his classes as frequently as he should. Furthermore, his own experience in acquiring that speed makes it possible for him to assist his pupils to acquire similar skill. It is only through his own experience that he is able to analyze their difficulties and suggest remedies.

### Importance of Blackboard Writing

The importance of a teacher's ability to write shorthand skillfully on the blackboard is so obvious that it scarcely needs emphasis. No real teaching can be carried on without constant blackboard work by the teacher, and a real appreciation of this fact will overcome

any timidity which may be felt by an inexperienced teacher. Mediocre outlines on the board are better than none at all, and the quality can steadily be improved by careful attention to proportion, curvature, and fluency.

Writing at the blackboard is a skill needed only by one who is going to teach. Demanding blackboard work of pupils in secondary schools can be justified only if it serves a purpose as a motivating or checking device.<sup>18</sup> Even then it should be slight.

### Dictating Skill

Another skill or ability that is the peculiar need of a shorthand teacher is the ability to dictate meaningfully at controlled speeds with word groupings which are as nearly like those the pupils will later encounter on the job as they can be made. Correct diction must not be sacrificed to the control of speed.

Dictation material, counted in groups of ten words each, is most satisfactory if varying speeds are required. If a stop watch is not available, a watch with a second-hand may be used by waiting each time new dictation is started for the hand to get back to 60. If the speed is to be 50 words a minute, the words must be spoken slowly and meaningfully, and a pause made somewhere near the end of 25 words until the second hand reaches 30. It is important that this pause be made at a natural break in the thought of the matter being dictated. Another pause must be made near the end of 50 words until the hand reaches 60. At the end of a minute and a half 75 words must have been dictated; at the end of two minutes 100 words, etc.

If the speed is to be 60 words a minute, 20 words should be dictated every 20 seconds. At 70 words a minute, 35 words are dictated in the first half-minute, and 105 words in a minute and a half. By means of a little plain arithmetic, all the speeds may be worked out similarly. At 100 words a minute, the easiest plan is to complete approximately 20 words at 12, 24, 36, 48, and 60 on the dial.

During the last semester of the shorthand work extemporaneous dictation with corrections and changes is highly desirable. This puts the work on a precise-practice basis and approaches the business-office situation.

<sup>18</sup>See Altholz, Nathaniel, "Observations on the Use of the Blackboard," *The Business Education World*, April, 1934, p. 459.

(For Summary see page 678)

## Editorial Comment

**W**ITH this number, we close the first volume of the *BUSINESS EDUCATION WORLD*. Ten issues of the magazine that last September succeeded the *American Shorthand Teacher* have gone forth to many thousand commercial teachers and school administrators. We have kept constantly before us the one major purpose of the magazine, which we set forth in the following words in the first issue:

To help to consolidate all the forces of business education by providing an independent forum for the administrators and directors, as well as the teachers, in public and private schools and institutions of higher learning.

An editorial program was adopted to insure a complete coverage of business education in the broadest possible manner. The contents of the 800 pages of this volume testify as to how well this program has been carried out.

To bring about a better understanding of the objectives of business education and their interpretation in terms of authoritative instructional materials and courses of study, we have published this year a number of scholarly articles by educational authorities, such as:

Charles H. Judd	Frederick G. Nichols
Ernest Horn	J. O. McKinsey
David Kinley	Benjamin R. Haynes
Charles E. Benson	Harold G. Shields
Guy M. Whipple	Herbert A. Tonne

Present-day economic problems and their effect on business education have been authoritatively treated in a series of five articles on "What Economics Should Teachers Know," and a series of twenty-two economic myths, by Harold F. Clark.

A minimum business education for everyone should be one of the major objectives of public education. The *BUSINESS EDUCATION WORLD* carried these articles on that subject:

"The NRA and General Business Courses," by Lloyd L. Jones; "Courses in Practical Economics for Everybody," by Lloyd Bertschi; "The Forgotten Consumer," by Ray G. Price.

Many other helpful articles on methods and devices of teaching the various commercial subjects, written by successful classroom teachers, made each month's issue of the *BUSINESS EDUCATION WORLD* of specific benefit to every one of its readers.

We have endeavored to render the greatest possible service to all the business education associations by publishing a monthly calendar, advance programs and reports of regional and national meetings, an annual directory of all association officers, and two semiannual indexes of association addresses.

Some twenty-five pages each month have been devoted to the following popular features:

"The Story of Shorthand," by John Robert Gregg; current books reviewed by Jessie Graham; Commercial Education research studies, abstracted by E. G. Blackstone; the Idea Exchange; office supplies and equipment news; school news and personal notes, and the key to the *Gregg Writer* shorthand plates.

We hope you have enjoyed the series of air views on the cover. The views showed the business sections of New York City, Chicago, Washington, Los Angeles, New Orleans, Philadelphia, Boston, Detroit, San Francisco, and Baltimore. Next year's covers will show ten business wonders of North America.

Business Education deserves the finest professional magazine it is possible to produce. We shall earnestly strive to make next year's *BUSINESS EDUCATION WORLD* richer in practical pedagogic content and broader in scope. To you, who have loyally supported us this year, and to the thousands of new subscribers whom we confidently expect to welcome next year, we promise to bring each month a vivid and true cross section of the business education world.

## B. E. W. Transcription Club

**A** NEW monthly feature known as "The B. E. W. Transcription Club" will be added next year. A number of teachers who have been seriously studying methods of improving the teaching of transcription will be invited to join this club and discuss their findings through the columns of the *BUSINESS EDUCATION WORLD*. A number of pages will be reserved each month for their use, and a practical, unified program will be adhered to, under the direction of a specialist in this field. We feel sure that the thousands of our subscribers who are teaching transcription will enthusiastically welcome this new service.



# Idea Exchange

Edited by HARRIET P. BANKER

*To encourage the exchange of helpful ideas, a two-year subscription to the BUSINESS EDUCATION WORLD will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.*

## A Vocabulary-Building Plan

I HAVE used the plates in the *Gregg Writer* as the basis of a shorthand vocabulary-building plan. The idea may, of course, be employed for collecting and assembling all kinds of information, though I use it primarily for accumulating a large number of shorthand outlines for present and future reference.

My procedure is to paste a blank sheet of paper next to the cover page of my copy of the *Gregg Writer* as soon as it arrives. I make it a point to read every shorthand outline in the magazine before the next issue reaches me and, whenever I come to an outline that particularly interests me, I circle it and place a cross in the margin on a line with the shorthand form. Next, I quickly pencil the outline on the flyleaf, with a reference to the page on which it appears.

To facilitate the preparation of the permanent reference sheet, which I make when I have finished reading the magazine, I find it best to assemble the words roughly by using the left side of the flyleaf for the first half of the alphabet and the right side for the second half.

There are infinite possibilities in this idea for vocabulary building, as even a brief trial will prove. If one wishes, the outlines may be transferred to a loose-leaf notebook.—*R. J. McCutcheon, Pueblo Opportunity School, Pueblo, Colorado.*

## Mt. Speed'nacracry

TO make the posting of names in the typing class more fascinating, I made a chart in the form of a mountain, which we called "Mt. Speed'nacracry," with the speed levels marked as signposts along the trail. A notice at the bottom reads: All those who fall more than five times in any effort will be disqualified. Detachable figures with the faces of the contestants (taken from snapshots) mark each student's position. Fifteen-minute tests with less than five errors are used as the basis of the climb.

As a means of increasing interest and accuracy in Typing I, I had two small wooden cars made, one painted green, the other red. These cars were placed upon a cardboard race track ready for the contest. I then appointed captains, who chose their teams from the class.

The first race, which lasted four days, was held for accuracy alone. Five-minute tests were given each day, the errors made by each team counted, and the team having the least errors was shown by the car forging ahead on the race track. To make the competition keener, in determining the daily winning team, each day's errors were added to the preceding day's total. In this way, by the end of the four days, the total number of errors for each team had been automatically figured. The team reaching the starting point last treated the winners.

I have also used the same track for speed contests, taking the total net speed of each team as the determining factor.—*Bertha Holden, St. Matthew's School, Kalispell, Montana.*

## A Ciphering Match

I HAVE developed a "ciphering match" which I find of value in training students to use the number keys on the typewriter with the same ease and fluency with which they use the other keys. The "match" takes away the dread so many students develop for the top bank of keys and replaces it with a desire for proficiency and a delight in attaining that proficiency.

The match is handled in the following manner: Two captains are selected and they, in turn, choose members for the teams. The names of the members of each team are written side by side on the blackboard in the order chosen, with the names of the captains last.

One-column problems in addition, consisting of from ten to twelve digits, are then prepared. I dictate these numbers rapidly to the two students whose names appear first on each of the teams. As the numbers are dictated, these two students type them in a row, spacing between each number. All students are required to type the numbers during the dictation, even though they are not at the time active contestants.

After the last number has been dictated, the signal to add is given. The student who gets the correct answer first wins and may cipher against the student whose name appears second on the opposing team. This process is continued until all the members of one team are defeated. Tallies are used to record the number of times each student has won. After one team is defeated, the members of the winning team

cipher against each other to determine the individual winner.

It is a good plan to have the winning student repeat the numbers dictated for the benefit of the other contestants. This will also reveal any errors in the sequence of the numbers as dictated. Students must not be permitted to watch the keyboard while stroking the numbers.

Teachers who may use this number drill will find that soon many of the students will learn to add mentally as the numbers are dictated and will already have the result by the time the signal for addition is given.—*Ernest L. Walker, Worth Township High School, Whitestown, Indiana.*

### A Secretarial Corporation

IN order to carry out certain definite business practices and procedures in my secretarial class, each year I organize a corporation among my students, allowing only A and B students to act as incorporators in drawing up the charter. The number of shares which each student may own is based on his class grade, thus giving a monopoly to the best students. The students elect themselves to the board of directors and at the first meeting, elect a president, vice president, secretary, and treasurer. The instructor is employed as manager and general administrator of the business.

One of the students, acting as office manager, supervises the work of the other employes, such as the bookkeepers, billing clerks, stenographers, file clerks, mail clerk, and office boy. The office manager also buys the necessary equipment and supplies and handles the daily correspondence.

Another student acts as sales manager, with a force of five or six under him. He plans a route for and assigns to each one a daily minimum number of credit, C. O. D., and cash orders. The salesmen correspond daily with the office in regard to the difficulties and problems encountered "on the road." The salesmanager keeps an account for each salesman as they are paid on the basis of commission and expenses.

The office of advertising manager is filled by another student, whose duty it is to work with the sales manager in planning the advertising for the extensive sales campaigns put on to dispose of the goods and stocks bought by the purchasing department.

The purchasing department is responsible for the permanent inventory and for keeping the stock always above the minimum and below the maximum. The head of this department is expected to keep in close touch with the markets that he may buy advantageously for the campaigns put on by the advertising manager and the sales manager.

In the accounting department, the student personnel keep the books, give and refuse credit

to customers as circumstances require, issue the payroll, arrange for loans, and see that advantage is taken of all trade discounts. The billing clerks make out the bills, our set-up requiring copies in triplicate, one for the customer, and one each for the accounting and purchasing departments.

The mail clerk delivers the mail twice daily, during the shorthand and typing periods, and the file clerk is responsible for the proper filing of all incoming mail and of the carbons of outgoing correspondence. The office boy delivers all inter-departmental correspondence and performs other miscellaneous duties.

In his capacity of general manager and administrator, the instructor keeps a close check on each department and makes suggestions for any increase or decrease in work necessary to balance the amount of work done in each office.

In order to give salaries and accounts time to mature, and also to provide for changes in position by application, a month is assumed to elapse by the end of the first week and weekly thereafter. Managers should be changed weekly so as to give all the students in the class an equal opportunity for executive work.—*H. C. Ekberg, High School, Montevideo, Minnesota.*

### Correlated Banking Instruction

IN presenting the banking sections of "Secretarial Studies," I have found the following plan especially satisfactory.

The senior classes meet with me three periods a day—one for typing, one for shorthand, and one for the course in office procedure, which includes bookkeeping, filing, and the various branches of office training given in "Secretarial Studies." I endeavor to keep together the related and sometimes overlapping projects in each of these classes.

When we are ready to begin Unit 19 of "Secretarial Studies," I provide each student with a student check book and bank book; then I give each one a name which may be selected from the list in "Gregg Speed Building," or some similar source. For example, student No. 1, whose name is Mary R. Adams, is known as M. R. Adams, President, Dillon & Jones, 75 Powell Street, New Haven, Connecticut; student No. 2, Theresa Barr, becomes T. M. Barr, President, The Pure Oil Company, etc. A copy of the complete list of names so assigned is given to each member of the class.

After we have gone over Unit 19 in the text, the students enter the balance of \$1,121.30 in their check books, as instructed on page 99. Then I explain that I will dictate the letters to be used with the checks on this page. The first letter each student sends to the student whose number is next her own; that is, student No. 1 writes to student No. 2; student No. 2 to student No. 3, etc. The second letter is sent

by each student to the student two numbers above; that is student No. 1 writes to student No. 3; student No. 2 to student No. 4, etc. When each student has written to each of the other members of the class, the order is reversed, going from the last student number to the first.

The students attach the checks to their transcripts, address the envelopes, and bring the letters to my desk for approval and signature. The letters are then returned to the students, who prepare them for the mail by sealing the envelopes and putting them in the "Post Office," a box conveniently arranged for that purpose.

After I have dictated the letters from the teacher's manual for "Secretarial Studies" for the laboratory projects on page 99, I handle those on page 103 in the same way. For letters like those on page 108, requiring drafts, the students make out their checks to the bank, as well as the proper drafts. I act as cashier of the bank, sign the drafts and retain the students' checks.

At stated intervals, I distribute the mail. The students open their letters, remove the checks, and make the deposits. Periodically, I balance the check books and return them to the students, who then prepare their reconciliation blanks. In distributing the mail, I intentionally keep out a few letters (different ones from each student) so that the bank statements are not all alike and so that the students may learn how to balance a check book when all the checks are not cashed.

The notes on page 113, I handle in the same way, dictating the letters and then allowing sufficient time to elapse for the notes to become due. When the notes fall due, the students pay them and handle the checks in the manner outlined above. The pay-roll check on page 210 is also handled in the same manner.

While we are on the banking section, I try to correlate my dictation classes with banking subjects, by dictating editorials on current banking problems, as well as articles on such subjects as the clearing house, different kinds of banks and the functions of each.

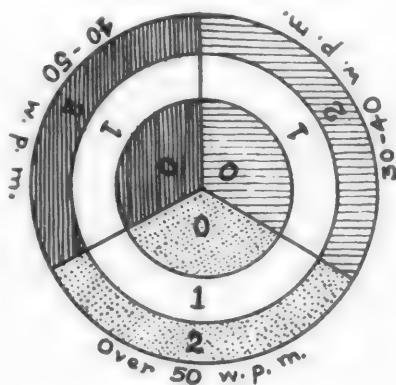
My own classes are composed of small groups, but, by appointing student assistants, I am sure the plan would still be feasible for large classes.—*Sister Regina Clare, Sacred Heart High School, Pittsburgh, Pennsylvania.*

### A Speed and Accuracy Target

In a slightly different adaptation of the bull's-eye target for use in typing classes (see March issue, p. 408), the groupings for speed have been combined with those for accuracy.

As the accompanying illustration shows, the lowest grouping is for a speed of from 30 to 40 words a minute; the next, from 40 to 50; and the next, or highest, for any speed of 50

or more words a minute. The circles, or rings, denote accuracy, the inner circle representing no errors; the intermediate, one error; and the outside ring, two errors. Tests with more than two errors "miss" the target.



The inner ring is red, the outside ring is green, and the intermediate ring is white. The two colored rings are shaded to indicate the different speeds—a light tint being used for the lowest speed, a medium shade for the intermediate speed, and a dark shade for the highest speed. Colored pencils or water colors may be used for this purpose.

As to the size of the target, the inner ring has a 6-inch radius; the intermediate ring, a 9-inch radius; and the outer ring, a 12-inch radius. This gives a 24-inch radius for the whole target and allows plenty of room in all the rings for even a large class. A protractor is used to divide the target into its three equal parts of 120 degrees.

The pupils' names are typed or neatly printed on arrows made of pasteboard, or some other heavy, stiff material. Pins or thumb tacks are used to fasten the arrows to the target. For the sake of durability and to accommodate the pins or thumb tacks, the target itself is made of cardboard.—*William A. Freeburg, Student, Department of Commercial Education, University of Minnesota, Minneapolis.*

### Next Year

Ideas submitted by the following teachers will appear in these columns beginning with the September issue:

Sister M. Alexius, Edith C. Andrews, Mabel E. Babb, Sister Regina Clare, Margaret Dunn, H. B. Hakes, A. S. H. Hankinson, Mary E. Hoffman, Bettie A. Morgan, Sister Richard Marie, Sister M. Nicoline, Alice May Russell, Caroline Stober, Alice Louise Welch.—*Editor.*

# Shorthand Transcription Helps \*

## FIGURES, ABBREVIATIONS, CAPITALS, ETC.

### Dates

1. Dates are always in figures, as *April 1, 1934*.
2. When the date is used alone, the suffix must be used: *Your note is due on the 14th*. Note, however, *2d*, *3d* (not *3rd* or *2nd*) are written without a period.
3. When the date precedes the month, as the *3d of July*, or is used adjectively, as the *July 3d note*, the suffix must be used.
4. When month, date, and year are used together, no suffix is used.
5. When month and date are used together, the suffix may either be used or omitted. The tendency, however, is to omit it.

### Numbers

1. Whole numbers under 100 are written in words unless they are dates, amounts of money, tabulated items, or special names. Amounts of money are written in figures except in legal contracts and specifications, when both words and figures are necessary. Decimal points and two ciphers are used only in tabulated material.
2. Style number, as *No. 56*, may be represented either by the word *No.* or the sign *#*. The latter is preferable, as it requires only one stroke on the typewriter. In the plural, however, *Nos.* is the only acceptable form, as *Nos. 56 and 58*. Note that the abbreviation for *Nos.* is capitalized.
3. Mixed numbers are always in figures, as *17½*.
4. Abbreviate units of measure with figures, as *150 doz. brushes, 40,000 prs.*
5. Spell the numeral in full when used with *o'clock* as *five o'clock*.

### Capitals

1. The names of departments in a business must be capitalized, as *Credit Department*.
2. *O. K.* and *C. O. D.* are always capitalized; *f. o. b.*, *a. m.*, and *p. m.* may be either small letters or not, with the tendency toward the capitals for *A. M.* and *P. M.*

### Signs

1. Percentage, when it denotes interest, discount, or commission, is represented by the numeral and the per cent sign, as *5% interest*. When it denotes proportionate amount, as in *ninety per cent of the class*, it is written in words.

Note that *per cent* is always two words; *percentage* is one word.

2. Dimensions are always written in figures, *by* being represented by the small *x*.
3. The machine sign for *and* (&) is used only in firm names and initials, as *N. Y., N. H. & H. R. R.*

### Spelling

1. In words like *catalog* and *program*, where there are two authorized spellings in the dictionary, use the simpler form, as it requires fewer strokes on the typewriter.

## EMERGENCY PUNCTUATION CHART

### Comma

Before *and* or *or* in a series.  
 Around parenthetical expressions.  
 Introducing short, direct quotations.  
 Around contrasted expressions.  
 After introductory expressions.  
 Around non-restrictive clauses.  
 Around words or phrases in apposition.  
 Around inverted expressions.  
 To indicate omission of a word.  
 Around name of persons addressed in running matter.  
 Before coordinating conjunction in compound sentences.  
 After introductory dependent clauses.  
 Around conditional clauses.  
 Around phrases denoting position or residence.  
 Around dependent clauses denoting reason.

### Semicolon

Before independent clauses with conjunction omitted.  
 Before independent clauses or series containing commas.  
 Before words introducing illustrations, as *viz.*  
 Before independent clauses joined by a conjunctive adverb.

### Colon

For introducing formally a list, statement, quotation, letter.  
 Before a second independent clause explaining a preceding clause.

### Dash

Before an expression explaining a single word.  
 To show abrupt change of thought.  
 At end of an unfinished sentence.  
 To enclose informal parenthetical expressions.

\* See page 671.

## Tri-State Commercial Teachers Meet

April 21, Frick Training School, Pittsburgh

**T**HE spring meeting of the Tri-State Commercial Education Association was held in the Frick Training School, Pittsburgh, on Saturday, April 21. The program, as published in the April issue of the *BUSINESS EDUCATION WORLD* (page 489), was carried out in every essential detail.

Although the Tri-State Association is one of our newer commercial teacher associations, it is fast becoming one of the largest in the country. Nearly six hundred teachers attended the Pittsburgh conference and more than five hundred and fifty partook of the free luncheon given by the Association in the dining-room of the Frick Training School.

Much of the credit for the increased attendance is due the chairman of the publicity committee, Mr. A. E. Cole, vocational counselor of the Langley High School, Pittsburgh. Mr. Cole obtained the cooperation of the Pittsburgh Chamber of Commerce, which mailed to a large list of commercial teachers a personal letter signed by its president, the Honorable John S. Fisher, a former governor of Pennsylvania. This letter was most effective as it concretely evidenced the high standing of the Association among the business men of the territory it is serving.

The program arrangements were ideal. The general meeting began promptly at 9:30. After the election of officers, the conference

broke up into six sectional meetings, each lasting for one hour. The fifteen-minute intermission was followed by another group of six one-hour conferences. The main address in each of these sectional meetings was followed by a round-table discussion under the direction of a regularly appointed commentator.

All teachers had the privilege of attending the general meeting and two of the sectional meetings. As all meetings were held in adjoining rooms on the same floor, no time was lost in getting from one meeting to another. Two large rooms were devoted to a very worth-while exhibit of office equipment and commercial education

textbooks. The free luncheon, served by the Association, was an innovation and was voted the finest ever.

While we are unable to publish an extended report at this time, we hope to have the privilege of publishing some of the papers in full.

The officers for the next year are: *President*: L. W. Korona, Allderdice High School, Pittsburgh; *First Vice President and Editor of the Association Bulletin*: N. B. Curtis, Westinghouse High School, Pittsburgh; *Second Vice President*: Dr. R. J. Worley, Duquesne University, Pittsburgh; *Secretary*, Clarissa Hills, Johnstown High School, Johnstown; *Treasurer*: George R. Fisher, Langley High School, Pittsburgh.



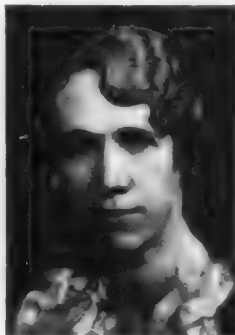
L. W. KORONA  
New President



N. B. CURTIS  
First Vice President



R. J. WORLEY  
Second Vice President



CLARISSA HILLS  
Secretary



GEORGE R. FISHER  
Treasurer



# Typing for Young Students a Great Success At the Joyce Kilmer School, Chicago

An Interview by GOLDENA M. FISHER

The Gregg Publishing Company, Chicago

"**O**UR experiment in teaching typewriting to elementary children has been a great success."

This sentence from a recent letter held my eyes for a few minutes. Immediately I conspired for "time off" from regular routine to go see those youngsters in action. Frankly, I wondered if kindergartners and first-graders were not simply amusing themselves with a new kind of toy. What could they possibly accomplish with a machine designed for mature, secondary-school students? I went, I saw, and I was convinced. I wish every typing class in the United States could see that same "knee-high-to-a-grasshopper" group give a demonstration such as I witnessed not long ago. Such rhythm, such expression of enjoyment in the work! And, best of all, such marvelous accuracy and sureness of touch as were displayed on the mass papers from those 6-A's of the Joyce Kilmer School in Chicago.

## Joyce Kilmer Follows an Activity Program

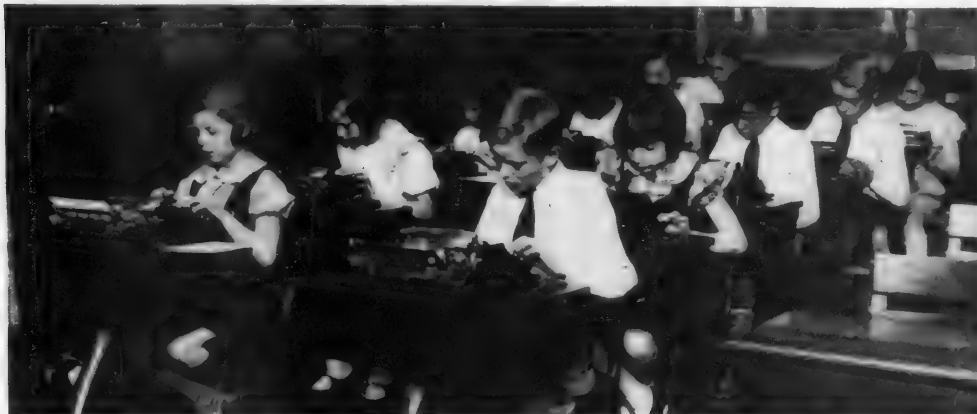
The Joyce Kilmer School is one of three experimental schools in Chicago. An activity program consisting of special techniques such as pupil-managed discussions, individual-unit mastery methods, committee, and club work, is followed. A child-study program with educational adjustment to individual differences is a feature. The office secretary, in the absence of the Principal, called a mere "infant" to be my escort. This little fellow with the pomp, dignity, and courtesy of a bank president conducted me to Miss Narrley, the typing instructor. After completing the introduction and telling her the purpose of my visit, he went to assemble the 6-A's. Soon, there tramped into the room an eager bunch of youngsters. Each one selected a Portable from in front of the room, went to his or her own table, removed the cover, placed a half-sized sheet in the machine, and then awaited instructions—all eyes focused on us. They were just "a-rarin'" to go."

For one half-hour, the class wrote in unison from work on the blackboard, taking first such words as "fun" and "hug" for the first-finger exercises; then "ice," "rice," "nice," "mice," and "vice" for the second finger combined with the first; after which came the phrase, "my muff." The next two lines consisted of the interchanged words "fudge" and "judge." Notice that a word of three letters preceded the more difficult words of four and five letters. Drills for the third and fourth fingers were next in order ending with the sentence, "I have a tiny kitten."

## Typing Accuracy of Class Exceptional

Each drill was directed by the teacher, who started spelling slowly at first and then went more and more rapidly until the last few words (not letters) were given as quickly as any advanced group might take them in high school or in business college. Upon completion of the first line, Miss Narrley asked how many had written a perfect copy. Down went every head to scan his work and almost like a shot from a gun practically every hand snapped up. Such "wim" and "wigor" was very fascinating. My inheritance of a speculative, inquisitive, American mind, however, at once began to function, and I mentally questioned the veracity of that report. I left my seat and began to circulate, watching for incorrect habits, for errors that I felt must be there when the work had been done with such speed not only upon the drills themselves, but also from the rapid-fire instructions for the various types of drills. I expected to see eyes looking on the keyboard, and blocked keys being pulled down into place. And restrikes? Of course! But let me tell you that this was once I didn't get what I was looking for.

And was that teacher wise! She knew why I got up from my chair and walked around the room, and she "went me one better." At the conclusion of the lesson, when a member of the class who had collected the papers handed



A TYPING CLASS AT THE JOYCE KILMER SCHOOL, CHICAGO

them to her, she said, "Please give them to Miss Fisher. She may have them as a souvenir of this visit." What my eye might not have seen in my cursory, nomadic examination, she would permit me to examine leisurely later. You should have heard the pride, the confidence, and the happiness in her voice when she gave that order. She knew the quality of her students' work and she was willing for the whole world to see it.

Just at this moment Dr. Munson arrived and explained some interesting facts that I want to give you now. There are about thirty Portables from both the Remington and Underwood companies in this school. Two of the lot have primer type. They are used in the kindergarten and first grades. The keyboard is standard, with marginal stops.

#### Typing Taught from 4th through 6th Grades

Typewriting as a subject is taught formally from the fourth through the sixth grade. One-half hour for two days a week, in each half grade is devoted to the work. Miss Narrley gives the class drills for the various grades, but the students may use the machines in their own rooms during other allotted times, if desired. (And there were not enough machines to meet the demand. Children stayed after school and arrived early in the morning to get a chance at them.) In addition to her six-hour-a-week typing class drill, Miss Narrley offers one hour one day a week to a specially selected group from the sixth grade. I was told that the students all consider it a great honor to be chosen for this extra drill class.

The work in the kindergarten is purely in-

formal. It is a feature of the "reading readiness" program in that it offers exploration in the formation of letters and signs. Many kindergarteners are able to write their own names on the machine. This experience with other "readiness" activities facilitates learning to read later on. "Composition on the typewriter in the grades increases a child's vocabulary, stimulates originality, and strengthens his grasp of English," Dr. Munson stated.

#### Spelling Improved by Typing

In the fourth, fifth, and sixth grades, where formal typing is taught, themes, class work, note books, and spelling are done in most excellent manner. Dr. Munson has found that pupils will often write a theme twice as long on the typewriter as in longhand.

This experiment proved that boys and girls are more conscious of spelling errors made on the machine than they are when writing in longhand. Children are willing and anxious to work longer on the typewriter because the perfection of the results is more satisfying. The teacher claims that, being visually trained, they recognize machine type as similar to book print and see errors at once. In longhand, the mistakes were not so apparent to them. Spelling was improved also because the ease of writing words motivated more intensive and extensive practice. There seems to be something in the entire operation of the machine that appeals to young children. It gives them more freedom of action and more speed than longhand, and the noise of the typewriter seems to be an outlet for their own exuberant spirits.

I found that several children, who were retarded in spelling because of poor motor

control in writing and who had become discouraged over their inability to produce neat and accurate papers, took great pride in writing their spelling lessons and compositions on the typewriter and showed marked improvement. The typewriter helped in the case of a crippled child, *not to cure her paralysis*, but because by infinite pains she could produce a neat paper on the machine, whereas she *never* could have done so by longhand. The typewriter is a boon to certain left-handed children who have great difficulty in writing or who have a tendency to reversals in spelling because the machine does not require progression from left to right.

I was informed also that typewriting has a recognized value to a large group of sight-saving and blind classes. (It has been used for years in the Chicago classes for the blind. You should visit one and see the manner of its use in combination with the Braille machine. These classes were started here many, many years ago.)

Naturally, I was interested to know how the use of the machine interfered with longhand penmanship. I was told that those students who used the typewriters can write longhand equally as well as the other students, given the same amount of instruction.

In a report of a two-year investigation made by Dr. Wood of Columbia University and Dr. Freeman of the University of Chicago of the "Educational Influences of Typewriting in the Elementary School Classrooms," it is interesting to note the following:

The typewriter probably raises in some measure the level of achievement in some of the fundamental school subjects without observable loss in any subject. After one year of typewriting, the speed of writing on the machine equals the handwriting speed acquired in almost six years of practice.

In the light of all these findings one may safely predict that typewriting as a means of expression for young children will become a regular part of elementary school programs in the future. "In the future—probably the next generation—the use of the typewriter will be as universal as the present use of the fountain pen. Our children should have an opportunity to learn the use of this stimulating tool," said Dr. Munson in closing our interview.

[Since Miss Fisher visited the Joyce Kilmer School, the typing classes have been discontinued temporarily because of lack of equipment.—*Editor.*]

**S**TUDENTS in the first grade at Madison School, Cleveland, Ohio, learn to spell, read, and to compose good sentences by using the typewriter.

On the first day of school they are shown how to operate the machine, and each child is given an opportunity to typewrite after other lessons are finished. "The activity is fascinating," says Sylvia N. Kleinsmith, principal. "They see, without being told, the reason for spelling accurately, beginning a sentence with a capital, ending it with a period. They acquire a sentence sense, learn to spell and read, almost without knowing it; and type three-tenths of an inch high is sight-saving."—*Journal of Education*, June 5, 1933.

## ECONOMIC MYTH NO. 22

(Continued from page 648)

district. Congressman Bunk persuades his colleagues there should be a prohibitive tariff upon pineapple trees. The growing of pineapple trees is important in his district or at least should be. Each congressman has some particular commodity which he wants to protect by the tariff. It is unfortunate to try to build a tariff by having one congressman agree to vote to prohibit shoe-strings if another will vote to prohibit pineapple trees.

The fact is that a political body seemingly is not capable of constructing a satisfactory tariff. This is not because the individual congressman is incapable of doing the task. No tariff commission that could be appointed, if it had to consider the tariff item by item and make a decision regarding the relative cost of production in different countries, could do much. Ultimately a general plan of the total amount of exports and imports desired, including, of course, invisible items, would have to be drawn up. If the country decides to have almost no exports, then, of course, it can get along with a relatively small amount of imports. The tariff must be placed to balance imports and exports plus invisible items.

It is not possible for a political body to construct a satisfactory tariff because by no conceivable stretch of the imagination could such a body draw up this detailed plan for imports and exports. The old discussion of a high or a low tariff has passed completely into the background. A tariff will have to be constructed in the light of the general economic policy of the country. The public will doubtless continue to believe "it is possible for a political body to construct a satisfactory tariff."

## Advance Program of the 1934 Convention of the N. E. A. Department of Business Education

Meeting at Washington, D. C., July 2 and 3

THE Department of Business Education of the National Education Association has planned an unusually worth-while program this year. The general theme of the conference will be "Business Education and Community Life." All sessions will be held at the Washington Hotel, Washington, D. C.

The Monday, July 2, conference will not begin until 3 p. m. so as to permit members to attend the meeting of the Department of Secondary Education which deals in a more general way with the problem to which we are giving specialized attention. The chairman for this session will be Professor Helen Reynolds, Ohio University.

The talks given at this session will be: "The Place of Business Education in Improving Community Life"—

As Seen by a University Dean, Lester B. Rogers, School of Education, University of Southern California, Los Angeles.

As Seen by a Director of Business Education, Clyde B. Edgeworth, Baltimore.

As Seen by a College Teacher of Business, M. E. Studebaker, Ball State Teachers College, Muncie, Indiana.

As Seen by a Classroom Teacher of Business, Miss Geneva F. Hault, High School, Chrisman, Illinois.

Luncheon, 12:30 p. m., Tuesday, July 3, Washington Hotel. The Department is unusually fortunate in having as its luncheon speaker Cameron Beck, Personnel Director, New York Stock Exchange, a speaker of international fame. His topic will be "Leadership in Business."

After the luncheon there will be a conference, with Dr. Benjamin R. Haynes of the University of Southern California as chairman. The topic will be: "The Contribution of Business Education to Community Needs"—

The Contribution of Shorthand and Typing, Miss Etta C. Skene, Newark High Schools, Newark, New Jersey.

The Contribution of Bookkeeping, Elvin S. Eyster, Treasurer, Associated Activities, North Side High School, Fort Wayne, Indiana.

The Contribution of Social-Business Subjects, Dr. William R. Odell, Teachers College, Columbia University.

Following this conference, there will be a Panel Discussion of the March and May, 1934, issues of the *National Business Education Quarterly*, on "Consumer Education for Business." The members of the panel will be:

B. Frank Kyker, Chairman, Woman's College of the University of North Carolina, Greensboro.

J. H. Dodd, State Teachers College, Fredericksburg, Virginia.

Annie C. Woodward, High School, Somerville, Massachusetts.

W. Foster Loso, Thomas Jefferson High School, Elizabeth, New Jersey.

The meeting will close with a business session.

This conference will serve as a fitting close to the administration of Dr. Haynes, who has carried on a program which has been successful not only educationally but also financially. In carrying on this work Dr. Haynes has been well assisted by Raymond C. Goodfellow, Director of Commercial Education, Newark, New Jersey, and by M. E. Studebaker, Head, Department of Business Education, Ball State Teachers College, Muncie, Indiana. The conference program is being organized by Dr. Herbert A. Tonne, New York University, and Editor of the *National Business Education Quarterly*. The local chairman is A. L. Howard, Director of Commercial Education, Washington, D. C.

It is hoped that a great many teachers of business education will participate in this most important conference fittingly held in that city of cities toward which all eyes are turned.

"California," writes M. E. Studebaker, chairman of the membership committee, "is leading all the other states with 152 members. Three states are tied for second place with 76 members—New Jersey, Indiana, and New York (May 11). We commend to you all the professional spirit of the business teachers of California."—Herbert A. Tonne.

## Inland Empire Association Meeting

Held at Spokane, Washington, April 4-6

Reported by ELIZABETH S. ADAMS

**F**OR thirty-six years educators of four Western states have dedicated the Easter vacation to the cause of public education. The Inland Empire Education Association belongs to Idaho, Oregon, Montana, and Washington, and meets annually in Spokane.

The beautiful, homey lobby of the Davenport Hotel, headquarters of the Association, is crowded all day and late into the night with hundreds of men and women meeting in friendly chat. Alumni from the state colleges and universities act as if it were "Old Grad" week. Professors and deans and presidents greet old students with friendly inquiries. Young and old meet on common ground. To list the names of the individuals would be like making a roster of all the educators of the four states.

One wonders how it is possible that anyone in this happy, chattering crowd could tear himself away long enough to attend the program meetings. Yet, at each of the general assemblies there were a thousand and more attentive listeners.

### General Session Speakers

President Charles A. Rice, Superintendent of Schools, Portland, Oregon, opened this session with a fine address of welcome. There followed three successive days of talks of inspiration, hard cold facts, and challenges calculated to stir up sluggards and arouse each listener to intelligent action.

Miss Jessie Gray, President of the National Education Association, carried the standard for bigger and better service.

Dr. F. W. Hart, Professor of Education, University of California, through three days of dynamic addresses roused the audience from its "civic complacency," won enthusiastic approval, and even better got action in the form of the appointment of a committee to carry on curriculum reorganization.

Mrs. Alice Somers, Associate National Director of Parent-Teachers Congress, showed how cooperation between home and school is moving towards better understanding.

Dr. Alexander Jeiklejohn, University of California, in two talks, given in his inimitable style, stirred the intelligent ones to action.

### A Meeting of Challenges

This year, unquestionably, a note of challenge ran through the program. As we listened to the various speakers, four definite challenges took shape in our minds:

Challenge to face facts, unpleasant and unpalatable facts.

Challenge to think through into the significance of those facts.

Challenge to act fearlessly and constructively in school reorganization.

Challenge to meet life as it is *today*, in order to be ready for *tomorrow*.

The new officers may be counted on to carry effectively into 1935 the program outlined by this year's convention.



DEAN THORNTON



RENE McMAHAN



RUSSELL MERRITT



Each afternoon, section meetings of interest to every group of educators met at the Lewis and Clark High School. The commercial section met on Wednesday, April 4. The president of the section, Dean S. Thornton, Head of the Commercial Department, Senior High School, Lewiston, Idaho, had prepared a carefully chosen and timely program.

### Commercial Section Program

"Looking Ahead Toward a New Commercial Curriculum for High Schools," by Miss Ellen Reierson, Head, Secretarial Science Department, University of Idaho. A new commercial course of study for the state of Idaho, prepared under the supervision of Miss Reierson, has recently been published. She stressed the need for a better and richer use of the established subjects, rather than the continual adding of new subjects. She used arithmetic to illustrate her point, suggesting the wealth of significant economic values that might easily be developed in this much abused and poorly taught subject. Shorthand was also used to show how rich in general educational values the subject could be made.

Dr. G. F. Cadisch, Director, School of Business Administration, Washington State College, gave a report on the National Commercial Teachers Federation Convention. He appealed to every teacher to support our national organizations in order to get Federal recognition.

Mr. R. L. Edwards, Head, Commercial Department, Jefferson High School, Portland, Oregon, spoke on the subject, "Socializing the High School Course in Bookkeeping." In a logical manner, he analyzed the difference between the vocational and socialized aspects of this subject.

The following officers were elected for the ensuing school year:

*President:* Russell Merritt, Flathead County High School, Kalispell, Montana; *Vice President:* C. W. Middleton, Lewis and Clark High School, Spokane, Washington; *Secretary-Treasurer:* Rene G. McMahan, John R. Rogers High School, Spokane, Washington.

### Message from Incoming President

In response to a request from the Editor, Mr. Merritt, the incoming president, sent the *BUSINESS EDUCATION WORLD* the following brief message:

Our country is passing through a period of drastic economic changes which affect the welfare of every individual. How well business education adapts itself to these changes will determine how well a large portion of our young people will take their places as business leaders and as good citizens in a new business world.

## N.Y.C. C.E.A. Meets

THE new officers of the Commercial Education Association of New York City and Vicinity, elected at the annual spring meeting, April 28, are:

*President,* Max Schottland, administrative assistant, George Washington High School, New York; *First Vice President,* John V. Walsh, first assistant, Morris High School, New York; *Second Vice President,* Grace Ary, Heffley School, Brooklyn; *Editor of Yearbook,* Conrad Saphier, Samuel J. Tilden High School, Brooklyn; *Executive Committee,* William R. Odell, Teachers College, Columbia University.

## New N.Y.C. Gregg Officers

AT its spring meeting, April 28, the New York City Gregg Shorthand Teachers Association elected the following officers for the ensuing year:

*President,* Seth Carlin, Packard School, New York; *Vice Presidents:* Mrs. Catherine Burke Dwyer, Central School of Business and Arts, New York; J. Francis Gallagher, Director of Business Education, Elizabeth, New Jersey; Ann Stafford, High School, Port Chester, N. Y.; *Secretary-Treasurer,* A. A. Bowle, New York.

## Beacom Conference

BEACOM COLLEGE, Wilmington, Delaware, held its annual teachers' conference and commercial exhibit at the college on April 27 and 28. Mr. J. W. Hirons, vice president of the college, was the general chairman of the two-day conference. The following speakers addressed the conference:

Dr. John Shilling, assistant state superintendent of public instruction; Miss Mabel M. Leidy, Teachers' College, Temple University; Miss L. May Eisenhart, Katharine Gibbs School; Dr. Charles G. Reigner, president, H. M. Rowe Company; Neal Bowman, Temple University.

Mrs. W. H. Beacom, Harold F. Hudson, A. Raymond Jackson, John G. Leach, and Marshall Bell served as chairmen of the various sessions and committees.

## 29th Annual Convention of the Central Commercial Teachers Association

May 4 and 5, Des Moines, Iowa

THE twenty-ninth annual convention of the Central Commercial Teachers Association was officially welcomed to the city of Des Moines by Clay D. Slinker, director of business education of that city. The president of the association, Mr. W. F. McDaniel, Fort Dodge-Tobin Business College, suitably responded to the cordial welcome and officially opened the convention.

Every number on the program was filled with helpful teaching suggestions. Among those addressing the convention were:

Clem Boling, La Salle Extension University, Chicago, who spoke on the subject of "The Qualities of a Well-Trained Secretary"; F. H. Ward, Nettleton Commercial College, Sioux Falls, South Dakota, who spoke on "Developing Penmanship"; and Dean W. F. Barr, Drake University, Des Moines, whose subject was "Visual Education."

Several round-table discussions were held under the direction of H. H. Hunt, Central Business College, Marshalltown; A. R. Beard, Sioux City; W. R. Hamilton, Hamilton School of Commerce, Mason City; and Miss Irene M. Kessler, Gates College, Waterloo.

At the banquet Friday evening, there were two speakers, Mr. Emerson Winters, radio announcer for WHO, and Dr. Gregg. Mr. Winters gave an interesting and delightful account of his radio experiences. His talk was followed by a whistling solo by Mrs. Emerson Winters, who is a famous whistler. As Mr. McDaniel, the chairman, said at the conclusion of her solo, "the birds must have been jealous."

The first part of Dr. Gregg's address gave interesting and amusing episodes in connection with the earliest commercial education conventions and paid tribute to A. C. Van Sant, G.

W. Brown, and other prominent business educators in those days. In a more serious vein, he then dealt with conditions under which we

are now living and stressed the need of a militant attitude on behalf of education for life.

At the business meeting Saturday morning, Mr. Bruce Gates, Waterloo, Iowa, said that a number of those present had expressed a desire to recognize in some way the invaluable services which Dr. Gregg had

rendered to commercial education and he moved that the Association confer an honorary life membership upon Dr. Gregg. The president, Mr. McDaniel, then suggested that anyone who wished to second the motion should stand, whereupon the entire audience arose.

The following officers were elected for the ensuing year: *President*, Mrs. Ramona Foster, Capital City Commercial College, Des Moines, Iowa; *Vice President*, C. W. Hanke, Brown's North Side Business College, St. Louis, Missouri; *Secretary*, Mrs. W. R. Hamilton, Hamilton School of Commerce, Mason City, Iowa; *Treasurer*, Mrs. F. C. Davenport, Capital City Commercial College, Des Moines, Iowa.

Immediately following the business meeting Dr. Gregg delivered an address on the subject, "The Shorthand World, As it Was, As It Is, and As It Will Be." As the title indicates, the subject was divided into three main phases. The speaker traced the history of ancient shorthand and the use to which it was put, with its development in the seventeenth century and its various uses in reporting sermons, keeping diaries, and for personal requirements.

He pointed out that, as shorthand became a commercial tool, the appreciation of its value as a time-saving instrument and as an accomplishment had declined for many years. At the present time, however, there was very de-



W. F. MCDANIEL



RAMONA FOSTER

cided evidence of a growing appreciation of its personal-use value to all who can write.

He read the first sentence of the preface to his first shorthand manual to show that his hope in publishing the system was to provide a brief writing for general use, but that he had been obliged to yield to the conventional idea that shorthand is a business instrument. Nevertheless, he had never relinquished the belief that shorthand would become widely used as a personal accomplishment in the future and he now thought that the time was coming when this belief would be realized.

At this point, he quoted several letters written in shorthand that he had recently received from eminent lawyers and others who were studying and using shorthand, one eminent lawyer in New York saying that he had a great deal of fun learning it. Dr. Gregg said that one great trouble was that even many teachers of shorthand and school managers view the subject entirely from the vocational standpoint and do not themselves realize how

simple it is and how quickly it can be acquired for personal use.

He pointed out that 70 words constitute more than 50 per cent of all the words used in ordinary writing; that 30 of these 70 words are represented by letters of the shorthand alphabet; that 15 others are written in full alphabetically; and that the outlines for the others are extremely simple. The shorthand alphabet and the outlines for these 70 words could be acquired in a very few hours and their use would effect an enormous saving in the labor of writing.

Many professional and business men have already done this, using an abbreviated long-hand for some words, but gradually using more shorthand and less longhand.

Dr. Gregg urged teachers to take the broad viewpoint that shorthand is of service to all who can write. If they did so, he believed that in the next twenty years there would be a vast increase in the personal use of shorthand by all educated people.

## National Association of Penmanship Teachers and Supervisors

Holds Fifteenth Annual Meeting at Indianapolis, April 18-20

Report by G. C. GREENE

THE fifteenth annual convention of the National Association of Penmanship Teachers and Supervisors was held in the Claypool Hotel, Indianapolis, on April 18-20. Nearly all the states east of the Rocky Mountains were represented at the convention.

The theme of the convention was "Fitting a Formal Subject into an Informal Program." The address of welcome was given by Paul C. Stetson, Superintendent of Schools, Indianapolis. The response was given by Irving R. Garbutt, Director of Commercial Education, Cincinnati. The address of the president, Miss Linda S. Weber, Supervisor of Handwriting, Gary, Indiana, was very constructive. In the absence of John G. Kirk, of Philadelphia, his address on "Research in Handwriting and Business" was read by Miss Mary L. Burke, of Philadelphia.

Wednesday afternoon was largely devoted to demonstration lessons and auditorium programs by Miss Ethel Conkling, Plymouth, Indiana; Miss Alice La Deaux, and Miss Mildred Harter, Director of Auditoriums, Gary, Indiana. The lecture on "Teachers All" by Faye Read, President, N. E. A. Department

of Classroom Teachers, Pueblo, Colorado, was exceedingly interesting. A round-table conference was conducted during the evening under the able leadership of Miss Bertha A. Connor of Boston, followed by an illustrated lecture by Norman Tower of Denver.

All of Thursday morning was used in visiting the public schools of Indianapolis. All reports were to the effect that the people of Indianapolis should feel proud of their system of public education.

Thursday afternoon a Junior High penmanship contract plan demonstration lesson was conducted by Miss Genevieve Burns. An interesting lecture on Teacher Training was given by Dr. Robert Buggard, State Teachers College, Charleston, Illinois. "Present Important Considerations in Handwriting Development in Public Education" was the theme of a most timely lecture given by Miss Bertha A. Connor, Director of Handwriting, Boston.

The convention banquet was held Thursday evening in the famous Riley room of the Claypool Hotel. J. F. Bachtenkirker, Lafayette, Indiana, was presented with a silver loving cup for the best "Booster Letter." William

Herschell, poet and feature writer of the *Indianapolis News*, was the principal speaker.

Friday's program was opened with the demonstration of a writing lesson correlated with spelling, reading, art, and music, under the leadership of Miss Mary Newkirk. Some observations on handwriting were related by Daniel T. Weir, assistant superintendent, Indianapolis public schools. Miss Ellen C. Nostrom, Director of Handwriting, Minneapolis, discussed "Handwriting in the Activity Program," Floyd I. McMurray, Superintendent of Public Instruction, State of Indiana, gave a very interesting talk on Scandinavian schools.

At the final session of the convention manuscript writing was discussed by Miss Jennie Walhert, Supervisor, St. Louis. "Handwriting and its Relation to Vocations" was the subject of an address given by G. C. Greene, Goldey College, Wilmington, Delaware.

Miss Bertha A. Connor, Boston, was elected president of the Association. Other officers elected were Miss Ida F. Coons, Ft. Wayne, Indiana, first vice president; G. C. Craig, Bowling Green, Kentucky, second vice president; Mrs. Elizabeth J. Drake, Binghamton, New York, secretary; G. C. Greene, Wilmington, Delaware, treasurer; Miss Marjorie Flaacke, New Jersey State Normal School, Newark, editor of the Year Book.

## Shorthand and Typing at Wellesley College

**W**ELLESLEY COLLEGE has announced for next year a brief course in Gregg Shorthand and Typing, meeting once a week in charge of Miss Virginia P. Eddy, assistant secretary to the president.

The college has decided to offer this course after a successful experiment conducted this year by Miss Eddy. In thirty-two hours of instruction, a group of Wellesley students completed the Gregg Shorthand Manual and are now taking dictation at fifty words a minute.

## Our Cover Design

Cavalier lady, seated on the Chesapeake Strand,  
Of the South beloved, gracious to the North,  
First by iron rail to invite the distant West.

**T**HIS month's cover plate is an air view of the downtown business section of Baltimore, looking north from the remarkable har-

bor which penetrates the heart of the commercial and industrial section of the city and affords access to the rich Chesapeake tidewater hinterland of Maryland and Virginia. Many of the city's important institutions are outside of the limits of the picture—Johns Hopkins University and Hospital, Druid Hill Park, Fort McHenry, to name but a few; but the principal commercial and municipal buildings are readily recognizable.

In the foreground we discern, at the head of the harbor, a few of the bay and coastwise steamers to whose activities the city owes so much of its progress. At the left, running due north through the city and its northern suburbs, and intersecting the corner of Pratt Street, where the first blood was shed in the Civil War, Light Street (Saint Paul Street farther up town) is bordered by a fine group of business structures. Here are the Baltimore Trust Company's skyscraper, dominating the town; the First National Bank; the Baltimore & Ohio Railroad's central office building; the Lord Baltimore Hotel; and the square plinth that houses the offices of the Gas and Electric Company.

To the right may be seen the Southern and the Emerson Hotels, The Continental Trust, and the Hearst Tower Buildings; beyond them are the Standard Oil offices, housed in the white building springing alone in the middle background. To the left of this structure, and extending for four blocks along a busy thoroughfare, are the beautiful and restful Preston Gardens, a parked open space in the heart of the business district, gallant with flowers all summer long—not Pan in Wall Street, but Flora in the Law Courts. The sinuous thoroughfare in the right background is the Falls-way, a noble street formed by covering a stream that runs from the Pennsylvania line right through the heart of Baltimore to the harbor at the Marsh Market, an emporium of sea foods unsurpassed in this part of the world.

The long streets one may trace in the background, however, constitute the real greatness of the city, for it is here that the people who are this town live in the miles of houses. Notwithstanding the inroads of the popular apartment house, the people, as statistics show, still cling to their ideal of "one family, one house," and thus give their metropolis an indubitable right to the title, City of Homes.—*Dr. and Mrs. Samuel M. North.*

Next year, the cover views of the *BUSINESS EDUCATION WORLD* will portray ten business wonders of North America.

## The Gregg Writer Art and Credentials Department

This Year's Activities Summarized by Florence E. Ulrich

THE Art and Credentials Department finishes the season with a record increase in the number of awards applied for, and number of certificates and prizes issued. Figures are not yet available, but it is expected that they will be well in excess of last year's. Likewise, there has been a gratifying increase in the number of teachers adopting the complete credentials program, and including all of the certificates required for the Certificate of Attainment.

Better cooperation to bring about early transcription in the shorthand and typewriting departments has been noted; and in some instances the curriculum has been changed to permit organized transcription work earlier in the course, where formerly students were required to finish both shorthand and typewriting theory before they were eligible. Transcripts are now a required part of the students' work in these schools as soon as they have sufficient mastery of the keyboard to type the dictated material. It is unnecessary to cite the values of early coordination of shorthand and typewriting in transcribing, as they are apparent to every teacher.

A greater number of schools has been able to qualify students at 120 words a minute this year, and in some cases at 140 words a minute, which has been truly gratifying. Students themselves seem to be alert to the desirability of being among the "best" in these days of keen competition, and better averages in the courses, we believe, have been the rule rather than the exception.

The Gregg Writer credentials are playing an effective part in this general increase in skill and efficiency, especially at the higher speed levels of both shorthand and typewriting. The service does not stop with the issuance of school awards. Studies will be made of the records made in the schools, and the results of these studies brought to bear upon the program for next year.

Teachers have been most generous in coming to our aid, when we asked for specific information. We should be glad to hear from more teachers. *We are especially eager to hear from teachers and department heads who used the complete standard objectives program of the Gregg Writer for the first time*

*this year.* Here are some of the questions we should like to have them answer:

Did you note any improvement in the attitude of your students toward their studies? Did you find that the incentive held out to them by the winning of the certificates and prizes had the effect of stimulating more interest and intensive practice? Do your students read more shorthand *voluntarily* as a result of having the Gregg Writer and without your *requiring* it? Do they practice for better notes voluntarily? Have you noticed any student interest in using shorthand in other activities such as note-taking and correspondence, for instance? Are you encouraging and fostering these tendencies? In what way?

CORRESPONDENCE which we have had with teachers whose students are desirous of obtaining the Certificate of Attainment indicates that there is some confusion relative to the number of certificates and awards that may be applied for in any one month. Awards will be issued on as many tests as students can qualify for in any one month.

For instance, if students have not yet received the 60-word Transcription Certificate, but are able to write 80 words a minute and qualify on the 80-word test, both the 60- and the 80-word tests may be dictated, and the ratings on the qualifying tests sent for awards.

The same rule applies to the typewriting tests; students who are writing at speeds higher than 30 words a minute, and who wish to receive the three Competent Typist Certificates required for the Certificate of Attainment, may secure the awards at any higher speeds they are able to make during the month.

The three Competent Typist Certificates required for the album and for the Attainment Certificate need not necessarily be at the lower speeds. The 30-word speed award was introduced, because it seemed advisable to have a speed certificate in typewriting which could be earned early in the course. But, unless the 30-word certificate serves this purpose, it is not necessary that students who are already writing at higher speeds apply for it. They may apply for a certificate at any higher speed than that for which they already hold an official Gregg Writer credential.



## School News and Personal Notes

**P**HI CHI THETA, women's honorary sorority in the School of Business, University of Idaho, recently presented Miss Ellen Reiersen with an honorary pin in appreciation of her fine professional spirit. She is an inspiration to her coworkers and students.

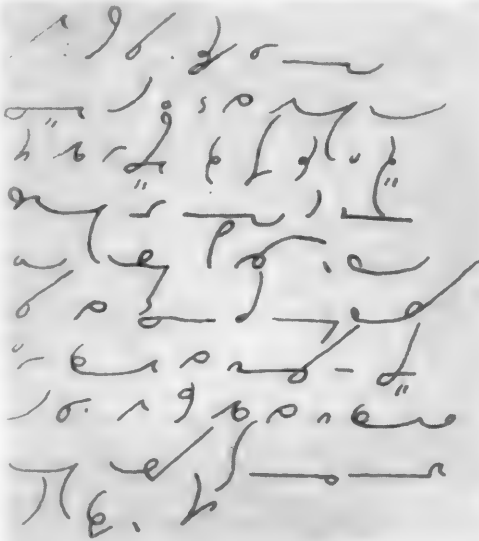
**K**ENNETH E. OBERHOLTZER, son of Dr. E. E. Oberholtzer, president of the N. E. A. Department of Superintendence, has been appointed superintendent of schools at Lubbock, Texas, the youngest man ever to hold that position. Mr. Oberholtzer was principal of Bellville High School for two years, served for two years as superintendent, and has held a similar position for six years at El Campo.

**F**RED KREUTZENSTEIN, who has been teaching the Portuguese adaptation of Gregg Shorthand, Tachygraphia Gregg, in Rio de Janeiro, and at the same time conducting a column in the newspaper, *Diario de Noticias*, is now on a visit to the United States. During his absence from Brazil, another Gregg writer and teacher, Dan Shupe, is conducting the "News in English" column for the benefit of the thousands of English speaking people in Brazil.

**T**HE effectiveness of cooperation between the Commercial Department and other departments of a school was demonstrated in the annual shorthand contest which took place at the Haaren High School, New York City, last month. The Electrical Department wired and installed amplifiers in each of the seventeen rooms used for the contest. A group of the students undertook this assignment as a practical project, directed by A. J. Saft.

**A**N educational tour of Europe has been arranged by Walter E. Leidner, High School of Commerce, Boston. The party sails from New York on July 14 and from Boston the next day. Included in the tour will be visits to various commercial schools on the continent and in the British Isles. While in London the group will attend a reception at Gregg House. The party will return to the United States the first week in September.

**B**EING born without arms did not deter Miss Mary Belle DeVargas, a student in the Louisiana State Normal College, from learning shorthand. She is pursuing an Art-Foreign Language course, having graduated from St. Mary's Academy with honors.



SPECIMEN OF MISS DE VARGAS' NOTES

"Commercial teachers know the problems that confront the regular student," writes Miss Wilma Pace, instructor of shorthand at the college, "and will appreciate the great handicap under which Miss DeVargas works, as she writes shorthand with her feet. Despite this difficulty, Miss DeVargas has accomplished the speed and accuracy requirements and is among the leaders of her class. "She is an adept at bridge, plays the piano, eats, writes, and in fact does all that any normal person wants to do."

Our congratulations to this courageous young lady!

**T**HE Waldorf Astoria, New York City, will be the scene of a Good-will reception Saturday evening, June 16, to be tendered Dr. Gregg by school officials and teachers from Central and South America, Mexico, and the Antilles, in recognition of Dr. Gregg's contribution to commercial education.

THE Shorthand Transcription Helps given on page 658 were prepared by the faculty of Bryant-Stratton College, Providence, Rhode Island, and are distributed to their students for quick reference while transcribing. Each student is required to paste these "helps" in the front and back of his dictionary, which he keeps by the side of his typewriter while transcribing.

These and many other valuable transcription helps were included in an excellent paper delivered before the Boston meeting of the Eastern Commercial Teachers Association by Mrs. Blanche Stickney, the newly-elected vice president of that association. Mrs. Stickney has charge of the secretarial training department of Bryant-Stratton College, Providence.

AT the Texas State Shorthand and Typing Contest, held May 5, a beginning student made a typing record that has probably never been equalled. Miss Mary Burger of the Abilene High School, who started typing September 11, 1933, wrote for fifteen minutes at the net rate of 84.67 words a minute, making only eight errors.

Another R. G. Cole student to hang up a record! Just to make a clean sweep, one of his shorthand students, Miss Nan Pearce, won first place in the 100-word shorthand contest.

THAT our friends in the sister republics to the south are fully aware of the value of business education, is demonstrated by the constantly increasing number of their schools and colleges that are introducing commercial courses.

Señora Elssy G. de Solano, principal of the Escuela de Taquigrafia Gregg in Cali, Colombia, reports that, at the recent graduation exercises of his school, the Mayor of the city presided and presented the prizes.

MRS. KATHARINE M. GIBBS, president of the Katharine Gibbs School, New York City, which she founded in 1919 after having organized similar business training institutions in Providence and Boston, died May 9 of pneumonia. She was seventy-one years old.

Mrs. Gibbs was born in Galena, Illinois, and her early years were passed in comparative luxury until the death of her husband, William Gibbs, in 1910. She then was faced with the

necessity of earning a living for her two small sons and herself. In 1911 she started her first school at Providence.

In 1917 Mrs. Gibbs was summoned to Boston to take charge of the training of Red Cross nurses, and the next year she opened the second of her schools in the Back Bay section of Boston. The following year, spurred by the success of the Boston school, she opened the present New York school. Last year the three schools had a total enrollment of 700 students, with representatives from thirty-eight states and five foreign countries. There are about 10,000 alumnae.

Surviving Mrs. Gibbs is a son, James Gordon Gibbs, vice president of the Katharine Gibbs School; a sister, Miss Mary M. Ryan, treasurer of the school, and a brother, John M. Ryan, assistant United States Attorney in New York. Another son, William Howard Gibbs, died on March 28 of this year.

LONNIE L. STATLER, commercial teacher in South Hills High School, Pittsburgh, Pa., died suddenly April 28.

Mr. Statler received his public school education at Jewett, Ohio, and his first commercial training in the Elliott School, Wheeling, West Virginia. Later he attended Duquesne University, from which he received both a Bachelor's and a Master's degree.

Before joining the faculty of the South Hills High School fifteen years ago, Mr. Statler taught in Benwood and Wheeling, West Virginia, and in Harrison County, Pennsylvania. He served in France during the World War as a camouflage officer.

Surviving Mr. Statler are his widow and three children.

JUST as we go to press we learn of the death from pneumonia of Miss Minnie A. Vavra, Vocational Counselor, Cleveland High School, St. Louis, Missouri. Miss Vavra was very active in association work. She served as president of the Commercial Section of the Missouri State Teachers Association and last year was chairman of the Shorthand and Typewriting Round Table of the National Commercial Teachers' Federation. Miss Vavra was chairman of the Shorthand and Typewriting Syllabus Committee which prepared the syllabus that is used in the St. Louis high schools at the present time. She was a popular and highly successful commercial teacher and counselor. Her passing is a distinct loss to the commercial education profession.

# Automatic Review Lessons in Gregg Shorthand

(Copyright, 1934, by The Gregg Publishing Company)

*To enable the teacher of shorthand theory to concentrate on the review present in each unit of the Gregg Shorthand Manual, the vocabulary of the Manual and of "5,000 Most-Used Shorthand Forms" has been rearranged and is being published in monthly installments, the first of which appeared in the January issue.*

## Automatic Review in Chapter VI

**Par. 133.** (11) applicant, around, assigned, aunt, century, event, -s, exempt, inventory, island, -s, laundry, outlined, plenty, remedy, voluntary. (12) ashamed, landlady. (14) ashamed, assigned, background, blind, brand, canned, cent, -s, century, -ies, claimed, cleaned, client, confined, consent, consigned, correspondent, current, dined, dreamed, exempt, faint, fastened, framed, gained, grant, -ed, -ing, grind, Indian, island, -s, joined, joint, kindred, land, -s, -ed, -ing, landscape, lend, lined, parents, per cent, planned, plant, -s, -ed, -ing, plenty, prevent, -ed, print, -s, -ed, -ing, promptness, rained, remedy, rent, rental, rented, restaurant, sand, seemed, second, -ed, sent, sentiment, -s, signed, strained, talent, trained, trimmed, vacant, violent, wind, windy, window, -s, winter. (15) band, binding, kindred, landlady, paint, -ing, -er, parents, surrounded. (18) applicant. (19) correspondent, current. (20) background, cleaned, claimed, client, grant, -ed, -ing, grind, ground, -s. (37) applicant, per cent, planned, plant, -s, -ed, -ing, plenty, prevent, -ed, print, -s, -ed, -ing, profound, prompt, -ly, -ness. (88) blind, brand. (39) framed, front. (51) consent, consigned, fastened, landscape, per cent, restaurant. (59) counted, gained, granted, landed, offended, painted, planted, prevented, printed, rented, seconded, sounded, surrounded, wounded. (67) laundry, moaned, owned. (80) confined, consent, consigned, convent. (97) wander, wind, windy, window, -s, winter, wounded. (106) exempt, inventory. (112) assigned, binding, blind, client, confined, consigned, dined, grind, island, -s, joined, joint, signed, violent. (114) lined, outlined. (115) outlined. (120) Indian. (124) around, background, front, fund, -s, ground, -s, hunt, -ing, profound, round, sound, -s, -ed, stunt, surrounding, voluntary. (127) sentiment, -s.

**Par. 134.** (11) empty, entry. (121) induce.

**Par. 136.** (11) appealed, held, yield. (14) detailed, failed, field, -s, filled, mild, scheduled, settled, spoiled, thrilled. (15) appealed, child, -ish, compiled, sailed, sealed, tickled. (18) killed. (20) tickled. (23) handled. (37) compelled. (38) build, -ing, -ings. (51) installed. (67) cold, gold, golden, hold, -s, -ing, holder, household, installed, old, -er, rolled, stockholders. (78) thrilled. (80) compelled, compiled. (97) wild. (102) household. (104) yield. (106) buildings, installed. (112) child, -ish, mild, spoiled, wild.

**Par. 137.** (11) April, Friday. (12) May. (14) January, March, September, December, Wednesday, Saturday. (18) February. (37) April. (39) Friday. (78) Thursday. (94) Monday. (97) Wednesday. (112) Friday. (124) Sunday.

**Par. 138.** (11) acknowledge, -d, -ing, -ment, allow, -ed, -ing, allowance, copy, entire, -ly, outstanding, receipt, standpoint. (12) enable. (14) copies, receipt, -s, remit, -ed, -ing, remittance, -s. (38) obligation, -s, oblige, -d. (51) industrial, industry, outstanding, receipt, -s. (52) invoices. (58) attention, obligation. (59) acknowledged, allowed, invoiced, obliged, referred, remitted, suggested. (80) entirely. (106) invoice, -s, -d, stockings, unable. (112) entire, outstanding, standpoint. (115) outstanding, standpoint.

(127) acknowledgment, enable, unable.

**Par. 140.** (11) defray, defy, expend, happened. (14) captive, cheapened, creative, defeat, defense, deficit, define, device, devout, divide, -d, divine, division, genteel, Gentile, legend, native, negative, pageant, restive, ripened, sensitive. (19) carpenter, creative. (26) devoted. (39) defer, defraud, defray. (51) deficit, positive, -ly, restive, sensitive. (58) division. (80) positively. (88) representative, -s. (106) endeavor, -ed, -ing, expend, impending. (112) define, defy, device, devout, divide, -d, divine, Gentile, ripened. (120) creative.

**Par. 143.** (11) apparent, -ly, appear, -s, -d, -ing, -ance, approximate, -ly, definitely, indefinitely, differently, credit, -s, -ed, -ing, creditors, movie. (12) agent, -s, beauty. (14) movies, removal, remove, -d, -ing. (17) gentleman. (19) credit, -s, -ed, -ing, creditors. (37) apparent, -ly, appear, -s, -d, -ing, -ance, approximate, -ly, spirit, -s. (51) mistake, -s, -n, response, responsible. (55) instances. (59) appeared, credited, delivered, moved. (76) creditors. (80) approximately, definitely, differently. (83) credits. (94) move, -d, -ing, movie, -s, removal, remove, -d, -ing. (106) indefinite, -ly, indifference, indifferent, influence, instance, instances, instant. (127) movement.

**Par. 145.** (11) beside, delay, dislike, display, misery. (14) beneath, besides, debate, deceit, decent, decision, design, depress, discretion, disease, disgrace, dismiss, dispatch, mishap, recital, reception, refrain, refreshments, replace, resign, -ed, revenge, review, revised, revision. (15) delayed, despair, misery, mislaid, repair, -s, -ing. (18) behavior. (19) discretion. (20) disgrace. (29) dislike. (37) depress, dispel, display, replace, -d, -ment. (38) belong, -s, ed, -ing, below. (39) refrain, refreshments. (41) reform. (51) deceit, decent, decision, design, despair, discharge, discover, -ed, discretion, disease, disgrace, dislike, dispatch, display, misery, mislaid, dismiss, dispel, mishap, reason, -s, reasonable, -ly, reception, recital, resign, -ed, respond, unreasonable, revision, revised. (53) department, -s, republic, republican. (58) decision, discretion, reception, revision. (59) belonged, discovered, replaced. (67) behold. (78) beneath. (80) reasonably. (95) discharge. (105) belong, -s, -ed, -ing. (106) unreasonable. (112) beside, -s, design, -ed, recital, rejoice, resign, -ed, review, revised. (124) refund. (127) department, -s, reasonable, -ly, refreshments, replacement, unreasonable. (130) discover, -ed.

**Par. 150.** (11) acquaintance, acquainted, advertise, -d, -ing, -ment. (12) education, -al, occasionally. (14) catalogue, -s, merchandise, pleasure, -s, previous, -ly. (15) occasion, -s, occasional, -ly. (26) recorded. (37) improve, -d, -ing, improvement, -s, pleasure, -s, previous, -ly. (39) envelope, -s, nevertheless. (51) inspect, -ion, newspaper, -s. (58) inspection, occasion, -s, occasional, -ly. (59) acquainted, advertised, determined, insured. (80) occasionally, previously, sufficiently. (106) envelope, -s, improve, -d, -ing, improvement, -s, inspect, -ion, insure, -d, -ance. (112) merchandise. (121) education, -al. (127) advertisement.

(September, Automatic Review in Chapter VII)

# Commercial Education Research Abstracts

By Dr. E. G. BLACKSTONE

Director, Commercial Teacher Training, The State University of Iowa

*In order that educators may become better acquainted with the research studies that have been made in the field of business education, abstracts of important studies are published each month in this magazine.*

**THE MATHEMATICAL REQUIREMENTS OF COMMERCIAL POSITIONS OPEN TO HIGH SCHOOL COMMERCIAL GRADUATES**, by L. B. Kinney, Doctor's Thesis, University of Minnesota, 1931.

*Purpose.* To determine by objective means the aims and standards of achievement for a course in mathematics for students in the commercial curriculum.

*Procedure.* 1. A follow-up study of the present positions of commercial graduates of two St. Paul high schools was made to determine what clerical positions were secured.

2. From personal interviews, a study was made of the forms and blanks that commercial and clerical workers use in making computations on the job.

3. Tests in the fundamental processes of arithmetic were given to the clerical workers interviewed.

4. Descriptions of intelligence, scholastic history, and vocational experience of the students interviewed, with intelligence-tests results, were used where available.

*Findings.* In general, the industries that employ the largest numbers of commercial graduates in clerical positions are those that rank high in the total number of persons employed. The business tasks performed by clerical workers are simple and limited in number.

A list of the types of calculations found is presented in the thesis. Tables are used extensively for all calculations that involve the computation of interest. Most of the clerical workers who use machines for calculation also perform calculations that involve the computation of interest. Most of the clerical workers who use machines for calculation also perform calculations without a machine. Only about one-third use machines. Compared with arithmetic pupils, the clerical workers were decidedly superior in addition and subtraction, and least capable in division.

*Evaluation.* A fair sampling of cases is involved. The study was carefully made, and should be valuable for showing the kinds of computations made and the norms of achievements in each. Authors of commercial arithmetic textbooks and teachers of the subject should be acquainted with this thesis.

**OCCUPATIONAL OPPORTUNITIES AND PROMOTIONAL POSSIBILITIES OF BOOKKEEPING MACHINE OPERATORS**, by L. J. Fish, Boston University, 1932.

*Purpose.* To delimit clearly the occupation of bookkeeping machine operator; to indicate its relative importance as an occupation; to appraise it as a field for which training should be given in our high schools; to estimate from all known sources of information what the demands are for trained operators; to draw conclusions from these facts and to make recommendations.

*Procedure.* This study is based on surveys made by teachers registered in courses offered by the Vocational Department of the Saturday and Evening Divisions of Boston University College of Business Administration. Mr. Louis J. Fish directed these surveys.

*Findings.* 1. Kinds of Machines: (a) listing type, (b) typewriter type, (c) cash register.

2. Duties of Worker: In general, two functions of machine—to record goods sold, and to record goods bought.

3. Qualifications: Speed and accuracy essential; good physical condition; knowledge of typewriting necessary on typewriter type; thorough preliminary training in business arithmetic and elementary bookkeeping advantageous; minimum age, eighteen. Girls outnumber men in this field, but many large concerns are insisting on male operators.

4. Opportunities for Placement: Of 510 firms canvassed in Boston, 422 reported. Of these, 72 used bookkeeping machines employing 430 operators, 4 of whom were employed part time. Banks and department stores employ the largest number of bookkeeping machines. Three Boston newspapers carried 252 calls for operators during one year. Peak of demand in July and August.

5. How to Secure Employment: Want ads, direct application to employment managers of firms, private placement bureaus, public bureaus, employment departments of bookkeeping machine manufacturers.

6. Salary: Minimum, \$14; median, \$23; maximum, \$45.

7. Opportunities for Advancement: Opportunity of becoming head of a department if one has accounting background.

*Conclusions.* 1. There is sufficient demand to warrant giving instruction on the machine in commercial departments of our high schools.

2. High school training should compare favorably with training given by the manufacturers. Intensive training is desirable.

3. Obstacle of cost of machines might be solved by transporting a battery of machines from one school to another, installing a few machines and using them all hours of the day, and giving training in a central high school.

*Evaluation.* 1. It is difficult to distinguish in some cases whether facts given are findings from surveys or author's opinions.

2. Only one city was studied, the city being large and in a manufacturing part of the United States. A national survey would be enlightening.

AN ACTIVITY ANALYSIS OF SECRETARIAL DUTIES AS A BASIS FOR AN OFFICE PRACTICE COURSE, by Doris Tyrrell, *Journal of Experimental Education*, Vol. I, No. 4, June, 1933, pp. 323-340.

*Purpose.* The purpose of this study is to determine the content of an office practice course in a junior college secretarial curriculum by evaluating secretarial duties found in the list compiled by Charters and Whitley. In addition to frequency rating, already available in the study mentioned, the three additional criteria used in the Commonwealth Teacher-Training Study, by Charters and Waples, were applied. These criteria are I (importance), D (difficulty), and S (desirability) of preservice training. Scores were then obtained for I, D, S, and F (frequency) and combined to give a composite score (C) for each duty. Lastly, the duties were ranked on the basis of the C scores.

*Procedure.* A check list containing the 871 duties found in the Charters and Whitley study was sent to college teachers, but in order to secure enough replies for a reliable study, it was decided to limit the list to those classes of duties that usually receive consideration in an office practice course.

The classes were listed as follows:

1. Mailing duties.
2. Filing duties.
3. Duties connected with filing, indexing, etc.
4. Telephones, etc.
5. Duties involved in meeting and handling people.
6. Clerical duties.
7. Miscellaneous duties and personal services for employer.

Number of duties listed, 406.

Since the study was to be concerned with junior college courses, only college and university instructors were approached. Likewise, only secretaries who had had college training at

least through the junior college level were considered.

Letters requesting catalogues were sent to 286 junior colleges and to 88 collegiate schools of commerce in 1931. A total of 221 junior colleges and 84 collegiate schools of commerce responded. In these 305 catalogues, secretarial training was found in 109 junior colleges, and special training was offered in 37 schools of commerce. Letters and printed check lists were sent to 151 instructors in collegiate schools of business and to 34 secretaries chosen from such organizations as the Collegiate Bureau of Occupations, Chicago, etc. Bankers' secretaries contributed more than their share.

*Findings.* The writer considered some of the ratings imperfect or inaccurate, because some of the judges were unfamiliar with secretarial duties; also some duties that a secretary ought to perform were omitted from the list and other duties that a secretary ought not to perform were included. The two sections on filing duties and the duties connected with filing and indexing are the least satisfactory. Some of the duties, such as "Manage office," were indefinite, and certain activities listed seem to belong in some course other than office practice. Some duties, for example, "Sort mail," were ranked much higher by the instructors than by the secretaries. On the other hand, secretaries placed more emphasis on writing and acknowledging letters of condolence and congratulation, etc., than did the instructors.

*Evaluation.* Several duties were ranked differently by the instructors and the secretaries. There seemed to be an inadequate sampling and an arbitrary weighing scheme was apparent. The validity of the study may be questioned, but the resulting list of weighted duties is very interesting. The method used might well be applied to other job analyses.

## Business Education Calendar

### June

- 26 Direct-Method Shorthand Conference, University of Chicago, Chicago
- 26-29 National Catholic Education Association, Cincinnati
- 27-28 University of Chicago Conference on Business Education, Chicago
- 27-28 International Commercial Schools Contest, A Century of Progress Exposition, Chicago

### July

- 2-3 National Education Association, Department of Business Education, Washington.



## Book Reviews

By JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce, State Teachers College, San Jose, California

THE dynamic nature of social life and of education today is made especially impressive in the books reviewed this month.

"Adjustment," "fusion," "the trend away from formalization of teaching technique," and "changing our frame of reference from vendibility to serviceability" are some of the concepts considered.

**THE ECONOMY OF ABUNDANCE**, by Stuart Chase, The Macmillan Company, New York, 1934, 327 pp., \$2.50.

In order to present this comprehensive view of conditions in the "power age," Mr. Chase read more than a thousand documents. Hence, his treatment of the subject of supply and use of various kinds of goods, and other present-day phenomena, indicates remarkable familiarity with research in the field of economics.

He opens the book with the startling statement that potential physical energy in the United States is today forty times greater per capita than it was in 1830. He backs this estimate, characteristically, with figures that are the products of research. Example after example is cited to show that we have traveled within a century from an economy of scarcity to one of abundance, but that this era of abundance is characterized by deprivation and suffering on the part of many individuals. The author contends that it is therefore necessary to change our frame of reference from vendibility to serviceability.

He then traces the rise of the scientific method and invention from early times through the machine age to the present power age, in which more men are displaced than ever before. He feels that the provisions of the NRA are in harmony with the new age, in that labor is taken out of the vendibility system by the prescription of hours and wages.

As the author feels that we are using, in this economy of abundance, outworn modes of action belonging to the economy of scarcity, he sets up eighteen *imperatives* upon which the abundance pattern will function.

He next discusses the adjustments that will have to be made by the state in harmony with the economy of abundance: (1) a great increase in government services demanded by technology; (2) a change in the political framework, the original pattern of which was designed for an era of primitive transportation and com-

munication facilities; and (3) a solution to the problem of overproduction in every industrial nation and its effect upon international trade.

The author considers also the unfortunate plight of the farmer, "consumer kings and queens," and the "unhappy family of nations." According to Mr. Chase, the solution to this problem of living in an economy of abundance is neither individualism nor socialism. He decries the idea of each one building his own little tower of economic security. Instead, he advocates the erection of one castle assuring economic security to all upon which, however, industrious and able persons may erect their own turrets for additional comfort and enjoyment.

An excellent and up-to-date bibliography is appended. The reading of this book will enable the teacher to see present-day problems in broad outline and to view specific items in their setting in the entire picture.

**PREDICTION OF VOCATIONAL SUCCESS**, by Edward L. Thorndike *et al*, The Commonwealth Fund, New York, 1934, 284 pp., \$2.50.

A new book by Professor Thorndike is always welcomed by teachers. This one is especially pertinent to the interests of teachers of business subjects, as it deals with vocational guidance, a topic now appearing frequently in our professional literature.

Professor Thorndike and his assistants obtained in 1922 the school records of 2,225 children then about fourteen years old, gave them psychological and vocational tests, and followed the educational and industrial careers of 1,807 of them to 1932 to determine the value of each fact of school and test records for vocational guidance. These research workers plan to follow the careers of the same group to age thirty-two, at which time those who are now attending college will be engaged in business or the professions.

So many items are used in predicting and measuring success that the report is filled with tables presenting correlations between certain facts for various groups. The book is thus of particular interest to those who enjoy and understand statistical presentation of data. Interpretations are not lacking, however, but are given in summary form.

Teachers of business subjects are especially interested in the prediction of success at clerical

work. Tests of mechanical intelligence, clerical intelligence, and clerical activities, among others, were given. The conclusion was reached that "no combination of the facts gathered by us at age 14.0 would have enabled a vocational counselor to foretell how well a boy or girl would do in mechanical work six to eight years later, or how happy he would be at it," and that success at clerical work at age 20.0 to 22.0 is predicted relatively much better than success at mechanical work or mixed work. Of course, it is impossible to correlate the facts gathered with degree of success at high levels, which is rarely reached at age 22.0. The further comment is made that "on the whole, the vocational histories of these boys and girls are not in accord with the opinions of those enthusiasts for vocational guidance who assume that an examination of a boy or girl of fourteen and a study of his school record will enable a counselor to estimate his fitness to succeed in this, that, and the other sort of work."

An interesting report of special groups is given: the college group, evening college and evening high school groups, delinquents, persons dead or seriously ill, early entrepreneurs, and married girls. Some commonly accepted, but erroneous, ideas are discussed. For example, it was found that the mere spending of more years in school is not a factor in increased earning power, that "white-collar" workers do not sacrifice earnings when choosing clerical rather than mechanical work, and that children of 14.0 years of age are not paid at a rate commensurate with intellectual ability but rather according to physical size.

Teachers who are asked to give vocational guidance will not put undue faith in predictive measures after reading this objective report of actual cases. On the other hand, they will realize that all the evidence is not in and will be alert to discover new facts throwing light on this problem.

**THE FUSION OF SOCIAL STUDIES IN JUNIOR HIGH SCHOOLS**, by Howard E. Wilson, *Harvard Studies in Education*, Volume 21, Harvard University Press, Cambridge, Massachusetts, 1933, 211 pp., \$2.50.

Fusion courses in business subjects, the most frequently occurring of which is "general business training," are receiving careful scrutiny at the present time. Indeed, the question was raised in the March, 1933, issue of the *National Business Education Quarterly* whether or not the program of general business training in the junior high school should be abandoned because of the fusion courses in social studies that had been developed. Because of the probable influence of the fused social studies program on business education in the junior high school, a critical analysis of the fusion of social studies

constitutes appropriate reading for the teacher of business subjects.

The purpose of the study reported in this book is: (1) to determine what the theory of fusion is; and (2) to analyze the theory in order to estimate its value. The practice of fusion in social studies in the junior high schools of ten cities is described. The point is made that it is difficult to draw a precise line between fusion units and integrated or enriched subject units.

As a result of the author's examination of fusion courses and his reading of published material—particularly that prepared by Harold O. Rugg—three principles underlying the fusion theory are presented: (1) only such material as has direct value in developing in pupils intelligent understandings and tolerant, cooperative appreciations shall be taught; (2) selected subject matter must be organized in units of experience, psychologically appealing and learnable, and corresponding as closely as possible to life situations; and (3) traditional subject boundaries shall be ignored. The challenge is then made to the fusionists that they must specify what it is in subjects that is unlikeliest. Also, the contention that the boundary lines between subjects are not impassable but ever changing is supported.

As fusion courses have been based on activity analysis, the limitations of this type of research as a basis for the selection of subject matter are then set forth. It is argued, furthermore, that subject courses may be as adequately functionalized as may fusion courses.

Next, the outlines of subject books are compared with those of fused courses in an attempt to show that subjects may be organized around natural units of learning as adequately as are fusion courses.

Finally, the conclusion is reached that "the theory on which subject teaching is based would seem to offer greater educational possibilities than does the fusion theory, although the difference between the two theories are not sufficient to rule either theory out of consideration."

Another conclusion is that "the fusion idea is highly serviceable to social-science teachings in that it emphasizes educational and cultural concepts that subject specialists frequently forget and, in its own right, is useful as an occasional variant from the subject approach." Thus, fusion, standing at the left wing of the movement for the improvement of social-science teaching, is a balance against the right wing of undue conservatism.

As some of us are prone to accept new movements unreservedly because of the desire to be progressive, it is a wholesome experience to read a critical analysis of one phase of educational practice that has been growing in popularity. The next step, obviously, is to build courses embodying the best practice as we see it.

# Office Supplies and Equipment News

By ARCHIBALD ALAN BOWLE

*News gathered from the office supplies and equipment marts of the world, to keep you in touch with new office appliances, systems, and procedures. Descriptive brochures and circulars will be sent you on request. Use the handy coupon.*

**30.** "Outline of Typewriter History" by Remington-Rand tells the story from 1873, when the first practical typewriter was manufactured and the first woman typist operated the "new fangled contraption," to the Noiseless of today. Do you want a copy? It's yours for the asking if you send us the coupon below.

**31.** With economy in the air, here's a suggestion to help economize on telephone bills. "Sav-a-Call" is a gadget that fixes into the finger hole of the dial telephone so that the dial cannot be turned far enough to obtain a connection. This gives the subscriber a control nearly foolproof. Incoming calls are not affected by this device.

**32.** "1000 and One," the Blue Book of non-theatrical films, published by The Educational Screen, Inc., contains just that number of films listed according to subject and keyed as to silent or talkie, and as to where they may be secured. Some are free, some are charged for on a rental basis, and some are for sale. Two groups of films, Industry and Engineering, Travel and Transportation, contain subjects of interest to the teacher of commercial education.

## Other Items Worth Noting

**T**HERE'S an automatic device which answers the telephone for you while you are away from the office. You can set this phonograph record to say, "Mr. Smith will be out until three o'clock. Please speak plainly, and he will call you upon his return." At this point the recording part of the device is set in motion automatically and records the caller's message. Upon your return you run off the record and listen to the messages.

**M**ACHINES that receive scant attention in the high schools, but perform a very important service to that phase of business which deals with accounting and statistical problems, are tabulating machines. Recently I visited the International Business Machines offices in New York and saw some of these machines in operation. A description is beyond me; they are marvelous machines. Just drop in on your local dealer and find out where you might see these machines, first invented by Dr. Herman Hollerith.

**T**HE United States Treasury Department has issued 16,000,000 checks during the past year. No; Mr. Morgenthau, Jr., does not get writer's cramp on that job, nor does the Treasurer of the United States grow tired pushing a pen along the dotted line, because Mr. Arthur E. Mills, of the department, has perfected a machine, the "Signograph," which automatically signs 250 checks a minute.

## In the Good Old Days

**"I** SHALL never forget how my first typewriter caused bad circulation and numbed my arms. Then one day a dear shut-in . . . sent me a pair of snug-fitting, silk-knitted wristlets, which I hid under my shirtwaist sleeves. How they did lighten the long drawn 'stunts' of copying!"—Quotation from *Woman's Home Companion*, 1904, which appears in the photographic history, "The American Procession," published by Harper and Brothers.

**T**RUSTEES of Cooper Union decline to establish a school of shorthand writing because, among other reasons, "the places where shorthand is practiced are not suitable for the presence of women." (1872.)—Another rich one from the same source.

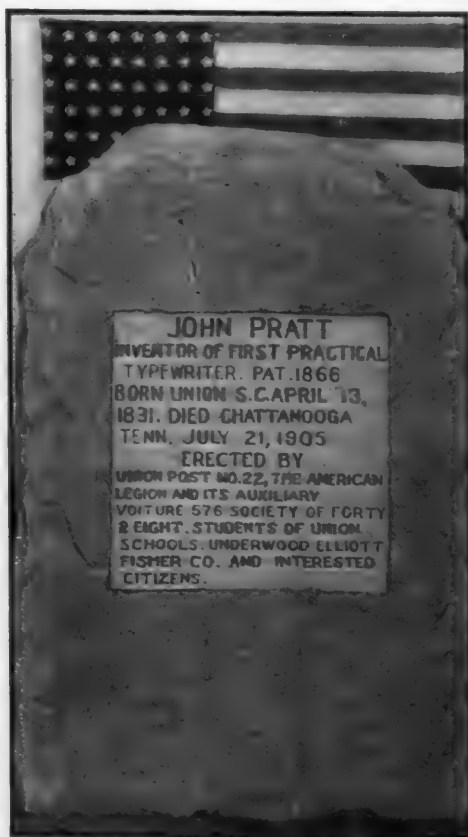
**T**HIRTY-ONE years ago Harper's Weekly published an article dealing with women in business and in part it said "the effect of business upon women . . . is bad in that it tends to lower their ideals."

Yet, despite these disparaging remarks, the number of women engaged in the clerical and stenographic field has increased a million-fold. In 1870 there were only seven women stenographers in the country. By 1900 some 200,000 women stenographers were reported by the census takers. By 1930 the figure jumped to over 2,000,000!

**H**OW the duplicating machine has been a boon to men is demonstrated by the experiences of the clients of Dun and Bradstreet. In the good old days one had to go to the office of these mercantile agencies to get credit reports because there were no typewriters, no telephones, nor any satisfactory reproduction processes. Reports were written in ledgers by

skilled penmen and rested there until the inquirer could afford a trip to headquarters. Nowadays, copies of credit reports are quickly available through the aid of the duplicating machine.

**J**OHAN PRATT, we are informed by a marker erected at his birthplace in Union, South Carolina, was the inventor of the first typewriter to be developed into a commercially successful machine. Mr. Pratt received his patent in 1866. He was born on April 13, 1831, and died at Chattanooga, Tennessee, July 21, 1905. The accompanying picture was taken at the unveiling of the marker on April 6, 1934.



A. A. Bowle, 270 Madison Avenue, New York,  
New York. (June, 1934)

Please send me, without obligation, further  
information about the products circled below.

30                      31                      32

Name .....

Address .....

## Summary of Mrs. Ely's Article

(Continued from page 653)

Since a teacher can never teach all that he himself knows of any subject, he must have a reserve of both knowledge and skill beyond that which he expects of his pupils. There are no objective data upon which to base a standard of the shorthand knowledge which is to be required of our shorthand pupils, and we can, therefore, only say that, since a writer of shorthand must know his system thoroughly to attain a high degree of success in writing it, the teacher must be still more thoroughly grounded in a knowledge of his system if he is to train such writers effectively. In addition, he must be able to refer his pupils quickly to the paragraph in the Manual that covers the point in question, and he must have his knowledge so organized that he can answer the more inquiring of his pupils with something more than "The book says."

The few research studies available regarding standards of skill in offices and in schools are so lacking in agreement and show such a wide range of standards, that they are of little use in determining what we should expect of either pupil or teacher. But the large number of 100- and 125-word certificates awarded by the Gregg Publishing Company during the last school year indicates that many more schools could reach these superior standards if the teachers were well trained themselves and appreciated the service which our schools could thus render to business. If one hundred words a minute on new material for five minutes is to be required of the pupils, the teacher must, at some time not too far distant, have been able himself to write at this speed, for only in the light of this personal experience can he analyze and remedy the difficulties of his pupils. He must also be able to demonstrate transcription of his own notes at a rate which would enable him to secure and hold employment as an efficient stenographer.

The ability to write shorthand skillfully at the blackboard is essential for effective teaching, as is also the ability to dictate meaningfully at controlled speeds without sacrificing good diction.

Research studies are badly needed to determine the shorthand knowledge and the speed in taking and transcribing shorthand notes which are necessary for efficient stenographic work on the various occupational levels.

## B. E. W. Semi-annual Index of Commercial Education Addresses

January 1-June 30, 1934

[Key to Parenthetical References: (1) N. E. A. Department of Business Education meeting, July 1; (2) National Commercial Teachers Federation meeting, December 27-29; (3) University of Chicago Conference, June 29-30; (4) Commercial Education Association of New York City and Vicinity meetings, November 4 and April 28; (5) Eastern Commercial Teachers Association, March 29-31. The addresses given at these meetings have been keyed to designate that they may be obtained in printed form in the published proceedings of the association before which they were given. See also page 246 of the January issue.]

### ADVERTISING

- "The Advertiser Thinks ALOUD," Mrs. Lulu Eckles, Advertising Counselor.
- "Advertising Problems That May Be Reasonably Assigned to High School Pupils," A. W. Brenninger, Brenninger Institute of Advertising Art, Boston. (5)
- "How the Advertising Teacher May Develop Social and Economic Understandings, Attitudes and Ideals," Charles M. Edwards, Jr., New York University School of Retailing. (5)
- "How the Advertising Teacher May Develop Economic Understanding," John Griffin, Roxbury Memorial High School, Roxbury, Mass. (5)
- "Organizing Salesmanship and Advertising Instruction in the Small City High School," Russell Albro, Quincy High School, Quincy, Mass. (5)

### BOOKKEEPING AND ACCOUNTING

- "The Accounting Field (Bookkeeping)," Paul Cutshall, Hughes High School, Cincinnati, Ohio.
- "Bookkeeping As a Cultural Subject," H. Dean Campbell, C.P.A., Assistant Professor of Accounting, University of Southern California, Los Angeles, Calif.
- "The Correlating of Business Arithmetic with Bookkeeping," Elizabeth Ann Whinery, Pittsburgh Academy, Pittsburgh, Pa.
- "The Cultural and Social Value of Bookkeeping," by J. F. Sherwood, South-Western Publishing Co., Cincinnati, Ohio.
- "How Can the High Schools Cooperate with the Employer to Meet the Demand that Business Makes on Inexperienced Clerical Workers and Bookkeepers?" F. C. Steffens Burroughs Adding Machine Company, New York City. (4)
- "How the Accounting Teacher May Develop Economic Understanding," George E. Brett, Professor, College of the City of New York. (5)
- "How the Accounting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Thomas Sanders, Professor, Harvard Graduate School of Business. (5)
- "How the Accounting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Ralph T. Bickell, Columbia University. (5)
- "How the Bookkeeping Teacher May Develop Economic Understanding," Irving Raskin, Seward Park High School, New York. (5)
- "How the Bookkeeping Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Paul Carlson, State Teachers College, Whitewater, Wis. (5)
- "How to Secure Individual Work from Students in Bookkeeping Sets and Other Assignments," Leon W. Pulsifer, Burdett College, Boston, Mass. (5)
- "A Lesson Demonstration in Development of Skill in Bookkeeping," Arthur Falk, Central School of Business and Arts, New York City. (4)
- "National Recovery in Bookkeeping and Accounting," A. L. Prickett, Professor of Accounting, Indiana University, Bloomington.
- "Observations of a C. P. A.," Louis H. Decker, C.P.A., Los Angeles, Calif.

- "The Place of the Work Sheet in Bookkeeping Instruction," Maurice A. Toomey, English High School, Lynn, Mass. (5)
- "Purpose of C. E. A. Survey of the Duties of the Bookkeeper and the Clerical Worker," David Wittes, Seward Park High School, New York City. (4)
- "The Social-Business Objectives of Bookkeeping," John Pendery, South-Western Publishing Company, Cincinnati, Ohio.
- "Socialization of Bookkeeping," H. A. Andruss, Director of Department of Commerce, State Teachers College, Bloomsburg, Pa.
- "Socializing the High School Course in Bookkeeping," R. L. Edwards, Head of the Commercial Department, Jefferson High School, Portland, Ore.
- "Social Trends in Business and Finance," Homer C. Chaney, Assistant Trust Officer, First National Bank, Santa Ana, Calif.
- "Social Value of Bookkeeping," H. A. Brandon, Former Professor of Commercial Teachers Training School, Bowling Green, Ky.
- "Some Aspects of Journalizing Interest and Discount Accounts," William G. Coles, Sarnia Vocational School, Sarnia, Ont., Canada.
- "To What Extent Can Students in High School Be Taught to Interpret Records and Accounts?" Thomas J. Milne, High School, Upper Darby, Pa. (5)
- "What Business Expects of the High School Graduate in Accounting," Professor Andrew Nelson, C.P.A., Chairman of Accounting Faculty, School of Commerce, St. John's University, Brooklyn, N. Y. (4)
- "What Degree of Skill Does Business Require of Inexperienced Beginners in Clerical or Bookkeeping Positions, and What Does Business Do to Develop Skill in Such Workers?" F. C. Steffens, Burroughs Adding Machine Company, New York City. (4)

### BUSINESS LAW

- "General Discussion (Commercial Law)," J. Trafford Bretz, Olive Branch High School, New Carlisle, Ohio.
- "How the Commercial Law Teacher May Develop Economic Understanding," Helen V. O'Brien, Simmons College, Boston. (5)
- "How the Commercial Law Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Dr. George L. Chapman, Jamaica Plain High School, Boston. (5)
- "A Special Course in Commercial Law," Mrs. M. Frances Brady, St. Thomas School, Jamaica Plain, Boston. (5)
- "Teaching Law," John E. Laughlin, Dean of the School of Law, Duquesne University, Pittsburgh.
- "What to Teach in Commercial Law," Bessie N. Paige, Portia Law School, Boston. (5)

### BUSINESS MATHEMATICS

- "The Correlating of Business Arithmetic with Bookkeeping," Elizabeth Ann Whinery, Pittsburgh Academy, Pittsburgh.
- "How the Commercial Arithmetic Teacher May Develop Economic Understanding," Charles A. Speer, Bay Path Institute, Springfield, Mass. (5)



- "How the Commercial Arithmetic Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Bessie Norris, High School, Batavia, N. Y. (5)
- "How the Retail Store Mathematics Teacher May Develop Economic Understanding," Irene M. Chambers, Simmons College, Boston. (5)
- "How the Retail Store Mathematics Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," E. O. Schaller, School of Retailing, New York University. (5)
- "How to Carry Over Knowledge and Ability in Grammar, Arithmetic, and Handwriting," Sister Mary Esther, Mercyhurst College, Erie, Pa.
- "Securing Results in Business Arithmetic," X. H. Wilkinson, Wichita High School North, Wichita, Kans.
- "Some Results of Our Survey in Rapid Calculation," Dr. W. G. Bennett, Ontario College of Education, Toronto, Ont., Canada.

#### BUSINESS ENGLISH AND CORRESPONDENCE

- "English and Letters in a Commercial Course," Ellasue Lemmon, Instructor of Business English, Fullerton Junior College, Fullerton, Calif.
- "English in Modern Business," Frank T. Ebberts, Professor of Business English, Duquesne University, Pittsburgh, Pa.
- "Getting Results in Spelling," G. H. Dickinson, Central High School of Commerce, Toronto, Ont., Canada.
- "How the Business English Teacher May Develop Economic Understanding," Katherine W. Ross, Boston Clerical School, Boston. (5)
- "How the Business English Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Dr. Robert R. Aurner, University of Wisconsin, Madison. (5)
- "How the Business Writing Teacher May Develop Economic Understanding," Raymond C. Goodfellow, Director of Commercial Education, Newark, N. J. (5)
- "How the Business Writing Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen J. Gilmore, Boston Clerical School, Boston. (5)
- "How to Carry Over Knowledge and Ability in Grammar, Arithmetic, and Handwriting," Sister Mary Esther, Mercyhurst College, Erie, Pa.
- "The Letter—A Business Investment," Guy T. Burroughs, Incorporated, Los Angeles, Calif.

#### BUSINESS EDUCATION

- "Attitude Needed by Trainees for Office Jobs," Grace Titman, Atlanta Opportunity School, Atlanta, Ga.
- "Business and Brains," Victor Murdock, Editor-in-Chief, Wichita Eagle, Wichita, Kans.
- "Commercial Education Attuned to Modern Trends," Clay D. Slinker, Director of Commercial Education, Des Moines, Iowa.
- "Court Reporting as a Vocation," Dudley S. Valentine, Judge of the Superior Court, Los Angeles, Calif.
- "English in Modern Business," Frank T. Ebberts, Professor of Business English, Duquesne University, Pittsburgh.
- "General Business: What, When, and How," G. G. Hill, Director of Department of Commerce, State Teachers College, Indiana, Pa.
- "Has the Commercial Graduate a Place in This Changing Business World?" Estella L. Churchill, Coordinator Junior Employment Service, Los Angeles City Schools.
- "How Can the High Schools Cooperate with the Employer to Meet the Demand that Business Makes on Inexperienced Clerical Workers and Bookkeepers?" F. C. Steffens, Burroughs Adding Machine Company, New York City. (4)

- "How the Schools Can Cooperate with Employers to Meet the Demands of Business," Saul Wolpert, Seward Park High School, New York City. (4)
- "Modern Trends in Business," Joseph J. Genthner, Sales Educational Director, Public Utilities, Columbus.
- "Personal Observations of Business Education from the Layman's Point of View," Mrs. Thomas Coppedge, Member Tennessee Educational Commission, Memphis.
- "The Place of the Business School in Education," Dr. John P. Schaffer, Professor of Banking and Finance, University of Southern California, Los Angeles.
- "Present-Day Economic Conditions and Their Relation to Business Education," W. H. Leffingwell, President, W. H. Leffingwell, Inc., New York City. (5)
- "Present-Day Social and Economic Changes—A Challenge to Business Educators," Frederick G. Nichols, Harvard Graduate School of Education. (5)
- "Recent Social and Economic Changes in Their Relation to Education," Dr. Payson Smith, Commissioner of Education, Boston. (5)
- "Secondary Business Education: From the Standpoint of the Office Manager," Charles Cook, Office Manager, General Shoe Corp., Nashville, Tenn.
- "Standards Demanded by Business in the Use of Office Machines," Marion Driscoll, Franklin Savings Bank, Boston. (5)
- "Standards of Skills Required for Initial Employment in the Secretarial and Clerical Occupations," Conrad Saphier, Samuel J. Tilden High School, Brooklyn, N. Y. (4)
- "Value of Commercial Education," A. M. Bruce, Massey Business College, Birmingham, Ala.
- "The Voice of Business in American Education," Lloyd L. Jones, The Gregg Publishing Company.
- "What Business Does to Develop Expert Skill Performance in the Secretarial and Clerical Occupations," Herbert L. Rhoades, Assistant to Personnel Officer, Metropolitan Life Insurance Company, New York City. (4)
- "What Business Expects of Secretaries and Stenographers," Elizabeth Donahue, Personnel Officer, Title Insurance and Trust Company, Los Angeles, Calif.
- "What Business Expects of the High School Graduate in Accounting," Professor Andrew Nelson, C.P.A., Chairman of Accounting Faculty, School of Commerce, St. John's University, Brooklyn, N. Y. (4)
- "What Business Expects of the High School of Commerce Graduate," John A. Tory, Supervisor of the Sun Life Assurance Company of Canada, Montreal, Quebec.
- "What Degree of Skill Does Business Require of Inexperienced Beginners in Clerical or Bookkeeping Positions, and What Does Business Do to Develop Skill in Such Workers?" F. C. Steffens, Burroughs Adding Machine Company, New York City. (4)
- "What the Merchant Expects from the High School Graduate," Robert Tobey, Executive Manager of I. Miller Shoe Shop, New York City. (4)
- "What the Schools Are Doing or Can Do to Meet Business Needs in Skill Performance in the Secretarial and Clerical Occupations," Dr. John L. Tildesley, District Superintendent of Schools, New York City. (4)

#### CURRICULUM BUILDING

- "A Changing Commercial Curriculum to Meet Modern Needs," Dr. Lucy L. W. Wilson, Principal, South Philadelphia High School for Girls, Philadelphia.
- "The Classroom," W. R. Hamilton, Hamilton College of Commerce, Mason City, Iowa.
- "College Entrance Credits for Commercial Subjects," William L. Moore, Cleveland, Ohio.
- "Ideas on Commercial Work," John E. Humphreys, Principal, Stockton School of Commerce, Stockton, Calif.
- "Looking Ahead Toward a New Commercial Curriculum for High Schools," Ellen Reiersen, Head of Secretarial Science Department, University of Idaho, Moscow, Idaho.

- "New Occupational Trends and Their Implication for Readjustments in Business Curricula and Courses of Study," Dr. Franklin J. Keller, Director, National Occupational Conference, New York City.
- "New Social-Economic Trends and Their Implications for Readjustments in Business Curricula and Courses of Study," Dr. Leverett S. Lyon, Executive Vice President, Brookings Institution, Washington, D. C.
- "Revising the Commercial Curriculum," A. Parke Orth, William Penn High School, Harrisburg, Pa.
- "Visual Education," W. F. Barr, Dean, Drake University, Des Moines, Iowa.

## ECONOMIC GEOGRAPHY

- "How the Economic Geography Teacher May Develop Economic Understanding," William L. Anderson, Head Commercial Department, Dorchester High School for Girls, Boston. (5)
- "How the Economic Geography Teacher May Develop Economic Understanding," Zoe A. Thrall, Assistant Professor of Geography, University of Pittsburgh. (5)
- "How the Economic Geography Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," G. M. York, State Teachers College, Albany, N. Y. (5)
- "Important Aspects of Commercial Geography in the High School," Douglas C. Ridgely, Clark University, Worcester, Mass. (5)
- "A Plan for Teaching Commercial Geography in One Semester," Marie N. McLaughlin, Fifth Avenue High School, Pittsburgh.
- "Teaching Commercial Geography," G. A. Cornish, Professor of Science, Ontario College of Education, Toronto, Ont., Canada.

## ECONOMICS

- "Business Education in Its Relation to Our Social and Economic Life," W. W. Renshaw, Gregg Publishing Company, New York City.
- "Consumer Education in Business Education," G. G. Hill, State Teachers College, Indiana, Pa.
- "Consumer Education in the Secondary Schools," Leonard V. Koos, Professor of Secondary Education, University of Chicago.
- "Consumer Resources and Incomes," Paul H. Douglas, Professor of Economics, University of Chicago.
- "Consumer Education through Social-Business Education," H. G. Shields, Assistant Dean, School of Business, University of Chicago.
- "Cooperation with the Stores from the Viewpoint of the Retailer," Daniel Bloomfield, Secretary, Retail Board of Trade, Boston. (5)
- "A Course in Consumer Buying," Loda Mae Davis, San Mateo Junior College, San Mateo, Calif.
- "Current Economic Trends in Their Relation to Mass Education in the Secondary Schools," Dr. Raymond D. Thomas, Dean of the School of Commerce, A. & M. College, Stillwater, Okla.
- "The Deception of the Consumer," Joseph Grein, City Sealer, Chicago, Ill.
- "Devaluation of the Dollar," Walter E. Bruns, Trust Office, Fresno Branch, Bank of America, Fresno, Calif.
- "Economic Organization from the Consumer's Point of View," Leverett S. Lyon, Executive Vice President, Brookings Institution, Washington, D. C.
- "The Extent to Which Business Educates the Consumer," James L. Palmer, Professor of Marketing, University of Chicago.
- "How Can the High School Course in Economics Prepare the Student for Greater Success in Business?" E. T. Lawton, Personnel Manager, R. H. Macy & Co., New York City. (4)

- "How Can the High School Course in Economics Prepare the Student for Greater Success in Business?" Dr. Birl Shultz, Dean of the New York Stock Exchange Institute, New York City. (4)
- "How the Accounting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Thomas Sanders, Professor, Harvard Graduate School of Business. (5)
- "How the Accounting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Ralph T. Bickell, Columbia University. (5)
- "How the Advertising Teacher May Develop Economic Understanding," John Griffin, Roxbury Memorial High School, Roxbury, Mass. (5)
- "How the Advertising Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Charles M. Edwards, Jr., School of Retailing, New York University. (5)
- "How the Accounting Teacher May Develop Economic Understanding," George E. Brett, Professor, College of the City of New York. (5)
- "How the Bookkeeping Teacher May Develop Economic Understanding," Irving Raskin, Seward Park High School, New York City. (5)
- "How the Bookkeeping Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Paul Carlson, State Teachers College, Whitewater, Wis. (5)
- "How the Business English Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Dr. Robert R. Aurner, University of Wisconsin, Madison. (5)
- "How the Business English Teacher May Develop Economic Understanding," Katherine W. Ross, Boston Clerical School, Boston. (5)
- "How the Business Organization and Management Teacher May Develop Economic Understanding," Louis A. Rice, State Department of Public Instruction, Trenton, N. J. (5)
- "How the Business Organization and Management Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Roy Davis, Professor, Boston University. (5)
- "How the Business Writing Teacher May Develop Economic Understanding," Raymond C. Goodfellow, Director of Commercial Education, Newark, N. J. (5)
- "How the Business Writing Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen J. Gilmore, Boston Clerical School, Boston. (5)
- "How the Commercial Arithmetic Teacher May Develop Economic Understanding," Charles A. Speer, Bay Path Institute, Springfield, Mass. (5)
- "How the Commercial Arithmetic Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Bessie Norris, High School, Batavia, N. Y. (5)
- "How the Commercial Law Teacher May Develop Economic Understanding," Helen B. O'Brien, Simmons College, Boston. (5)
- "How the Commercial Law Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Dr. George L. Chapman, Jamaica Plain High School, Boston, Mass. (5)
- "How the Economic Geography Teacher May Develop Economic Understanding," William L. Anderson, Head Commercial Department, Dorchester High School for Girls, Boston. (5)
- "How the Economic Geography Teacher May Develop Economic Understanding," Zoe A. Thrall, Assistant Professor of Geography, University of Pittsburgh. (5)
- "How the Economic Geography Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," G. M. York, Professor, State Teachers College, Albany, N. Y. (5)
- "How the Economics Teacher May Develop Economic Understanding," David E. Barker, High School, Bangor, Maine. (5)
- "How the Filing Teacher May Develop Economic

- Understanding," Mrs. Ednah N. Cranna, Carnegie Institute of Technology, Pittsburgh. (5)
- "How the Filing Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Ethel A. Rollinson, Columbia University. (5)
- "How the Foreign Trade Teacher May Develop Economic Understanding," Max Hartmann, Associate Professor of Economics, Boston University. (5)
- "How the Foreign Trade Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," James S. MacNider, Central School of Business and Arts, New York City. (5)
- "How the Junior Business Training Teacher May Develop Economic Understanding," Dr. Herbert A. Tonne, Assistant Professor of Education, New York University. (5)
- "How the Junior Business Training Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Kenneth B. Haas, High School, Kearney, N. J. (5)
- "How the Machine Calculation Teacher May Develop Economic Understanding," Edna Berwald, Hutchinson High School, Buffalo, N. Y. (5)
- "How the Machine Calculation Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," R. W. Rowland, State Teachers College, Indiana, Pa. (5)
- "How the Office Machines Teacher May Develop Economic Understanding," John J. W. Neuner, College of the City of New York. (5)
- "How the Office Machines Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," I. W. Cohen, High School of Commerce, New York City. (5)
- "How the Retail Store Mathematics Teacher May Develop Economic Understanding," Irene M. Chambers, Simmons College, Boston. (5)
- "How the Retail Store Mathematics Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," E. O. Schaller, School of Retailing, New York University. (5)
- "How the Salesmanship Teacher May Develop Economic Understanding," Alice Falvey, East Boston High School, East Boston, Mass. (5)
- "How the Salesmanship Teacher May Develop Economic Understanding," Emmett O'Brien, Commercial High School, New Haven, Conn. (5)
- "How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Gladys MacDonald, Commercial High School, New Haven, Conn. (5)
- "How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen E. Parker, High School of Commerce, Springfield, Mass. (5)
- "How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Clarence A. Wesp, Northeast High School, Philadelphia. (5)
- "How the Secretarial Practice Teacher May Develop Economic Understanding," Peter L. Agnew, New York University. (5)
- "How the Secretarial Practice Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Charles W. Hamilton, Principal, Alexander Hamilton Junior High School, Elizabeth, N. J. (5)
- "How the Shorthand Teacher May Develop Economic Understanding," Meyer E. Zinman, Abraham Lincoln High School, Brooklyn, N. Y. (5)
- "How the Shorthand Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," John V. Walsh, Morris High School, New York. (5)
- "How the Typewriting Teacher May Develop Economic Understanding," K. Olive Bracher, Gregg College, Chicago. (5)
- "How the Typewriting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen Reynolds, School of Commerce, Ohio University, Athens, Ohio. (5)
- "Materials and Helps Used in Teaching Consumer Education," Chester Elson, Danville High School, Danville, Ind.
- "Matter and Method in Economics," Albert C. Steinberg, Director of History and Economics, Ottawa High School of Commerce, Ottawa, Canada.
- "Money and Banking," Ida E. Boyd, Wichita High School East, Wichita, Kans.
- "The Nation's Debt and the Recovery Program, a Dilemma," Dr. Paul Cadman, University of California.
- "New Social-Economic Trends and Their Implications for Readjustments in Business Curricula and Courses of Study," Dr. Leverett S. Lyon, Executive Vice President, Brookings Institution, Washington, D. C.
- "Practical Methods in Consumer Education in the Schools," Henry Harap, Associate Professor of Education, Western Reserve University, Cleveland, Ohio.
- "Present-Day Economic Conditions and Their Relation to Business Education," W. H. Leffingwell, President, W. H. Leffingwell, Inc., New York City. (5)
- "Present-Day Social and Economic Changes—A Challenge to Business Educators," Frederick G. Nichols, Harvard Graduate School of Education. (5)
- "Recent Social and Economic Changes in Their Relation to Education," Dr. Payson Smith, Commissioner of Education, Boston, Mass. (5)
- "The Recovery Program and the Consumer," W. H. Spencer, Dean, School of Business, and Professor of Business Law, University of Chicago.
- "Types of Information Available to the Consumer," Hazel Kyrk, Associate Professor of Home Economics and Economics, University of Chicago.
- "What and How to Teach in Economics Today," William J. Pendergast, Dorchester High School for Boys, Dorchester, Mass. (5)

#### GUIDANCE

- "The Commercial Teacher and the Guidance Program," J. M. Trytten, University High School, Ann Arbor, Mich.
- "Launching Youth in the New Era—A Vocational Problem," Mervyn B. Walsh, Walsh Institute of Accountancy, Detroit, Mich.
- "The Status of Guidance in the Secondary School," W. P. Allen, South Hills High School, Pittsburgh.
- "Vocational Guidance—The Pupil and the Community," Minnie Vavra, Vocational Counselor, Cleveland High School, St. Louis, Mo.
- "What to Do with the Low I. Q.'s," William Polishhook, Dedham High School, Dedham, Mass. (5)

#### HISTORY OF COMMERCIAL EDUCATION

- "History of Commercial Education in Georgia," Harold Gilbreth, Rome High School, Rome, Ga.

#### JUNIOR BUSINESS EDUCATION

- "An Effective Method of Presenting Junior Business Training," William A. Mahaney, Dorchester High School for Boys, Boston, Mass. (5)
- "General Business: What, When, and How," G. G. Hill, Director of Department of Commerce, State Teachers College, Indiana, Pa.
- "Junior Business Training," Lloyd L. Jones, Columbia University.
- "Review of New Business Training Texts," Gladys Coffman, Merced Union High School, Merced, Calif.
- "The Voice of Business in American Education," Lloyd L. Jones, The Gregg Publishing Company.

#### OFFICE PRACTICE

- "Classroom Standards of Achievement in the Use of Office Machines," Olive Hackett, Weymouth High School, Weymouth, Mass. (5)

"Is the Office Machine Course Being Overemphasized?"

David Hamblin, Newton, Mass. (5)

"Methods Employed in the Distribution of Work Done in Commercial Departments for Other Departments of the School," Mildred Taft, High School, Quincy, Mass. (5)

"Office Practice," Mrs. A. P. Vaughan, Ottawa High School of Commerce, Ottawa, Canada.

"Other Subject Fields (Office Practice)," Emily Roe, South High School, Akron, Ohio.

#### PENMANSHIP

"Developing Penmanship," F. H. Ward, Nettleton Commercial College, Sioux Falls, S. D.

"How to Carry Over Knowledge and Ability in Grammar, Arithmetic, and Handwriting," Sister Mary Esther, Mercyhurst College, Erie, Pa.

"A Program in the Supervision of Handwriting in the Public Schools," Frank M. Gatto, Assistant Director of Curriculum Study, Pittsburgh.

"Should Penmanship Be Taught As a Separate Study in the Commercial Course of the High School?" Andrew W. S. Turner, Bryant and Stratton Commercial School, Boston. (5)

"What Can We Do to Improve the Applied Penmanship of Our Students?" E. E. Kent, Auburn Business College, Auburn, N. Y. (5)

"What Cooperation Should be Required from All Teachers in Order to Maintain Penmanship Standards?" Bertha A. Connor, Director of Penmanship, Boston. (5)

"Why Do Some Present-Day Students Show So Little Interest in Penmanship?" C. E. Doner, State Teachers College, Framingham, Mass. (5)

#### RECONSTRUCTION OF BUSINESS EDUCATION

"Activities in Behalf of Commercial Education in Georgia," C. B. Wray, Middle Georgia College, Cockran, Ga.

"The Changing Emphasis in Elementary Business Training," Grace L. Eyrick, Boston Clerical School. (5)

"The Changing Objectives of Commercial Education," R. E. Dougherty, Williamsport, Pa.

"Commercial Education Attuned to Modern Trends," Clay D. Slinker, Director of Commercial Education, Des Moines, Iowa.

"Current Economic Trends in Their Relation To Mass Education in the Secondary Schools," Dr. Raymond D. Thomas, Dean, School of Commerce, A. & M. College, Stillwater, Okla.

"Increasing the Effectiveness of the Commercial Classes in Evening School," Lloyd H. Jacobs, High School, Morristown, N. J. (5)

"Modern Methods of Classroom Procedure in Teaching the Skilled Commercial Subjects," Gladys Bahr, Cincinnati, Ohio.

"National Recovery in Business Education," Dr. E. G. Blackstone, Head, Commercial Teacher-Training Division, State University of Iowa, Iowa City.

"National Recovery in Education," Dr. Robert R. La Follette, Head of Department of Social Science, Ball State Teachers College, Muncie, Ind.

"National Recovery in General Business Training," Sarah Hupp, Anderson High School, Anderson, Ind.

"A New Deal in Business Education," B. Frank Kyker, Director of Business Education, Woman's College, University of North Carolina, Greensboro.

"The New Education," Rube Borough, Author and Journalist, Los Angeles, Calif.

"New Social Obligations of Business in Relation to Ideals of American Democracy," Dr. Fred I. Kent, President, Council, New York University.

"The Next Step for Commercial Education in Ohio," W. H. Stone, Professor of Education, Ohio State University, Columbus.

"Present-Day Economic Conditions and Their Relation

to Business Education," W. H. Leffingwell, President, W. H. Leffingwell, Inc., New York City. (5)

"Present-Day Social and Economic Changes—A Challenge to Business Educators," Frederick G. Nichols, Professor, Harvard Graduate School of Education. (5)

"Recent Social and Economic Changes in Their Relation to Education," Dr. Payson Smith, Commissioner of Education, Boston. (5)

"The Reorganization of Secondary Education in California," Walter Hepner, Chief, Division of Secondary Education, State Department of Education, Sacramento, Calif.

"Shaping Business Education to the Life of Today and Tomorrow," Dr. A. J. Lawrence, University of Kentucky, Lexington, Ky.

"The Socialization of Commercial Subjects," H. A. Andruss, Department of Commerce, State Teachers College, Bloomsburg, Pa.

"A Socialized Program for Secondary School Education for Business," Mary Bell Wertz, Delaware, Ohio.

"Social Responsibilities of Business Educators in the Classroom," H. G. Shields, Assistant Dean, School of Business, University of Chicago. (5)

"Some Phases of Commercial Education," Julia T. Myers, Iowa State Teachers College, Cedar Falls.

"Trends in Commercial Education," Lloyd L. Jones, Columbia University.

"Trends in Education," Vierling Kersey, Superintendent of Public Instruction, Sacramento, Calif.

"The Type of Business Education for the Immediate Future: Objectives, Content, Method," Dr. Ray J. Worley, Duquesne University, Pittsburgh.

"What Is Happening to Business Education in Merritt School of Business," Dr. Richard E. Rutledge, Principal, Merritt School of Business, Oakland, Calif.

"What Is Happening in Business Education in Fullerton," L. O. Culp, Head of Commercial Department, Fullerton High School and Junior College, Fullerton, Calif.

"What Is Happening in Business Education in Hayward," Oscar B. Paulsen, Head of Commercial Department, Hayward High School, Hayward, Calif.

"What Is Happening to Business Education in the High Schools in Oakland," Alfred Sorensen, In Charge Commercial Teacher Training, University of California.

"What Is Happening in Business Education in Los Angeles," Albert Bullock, Assistant Supervisor in Charge of Commercial Education, Los Angeles.

#### SALESMANSHIP

"An Appeal for More Retail Merchandising in Our Salesmanship," Ruth Hayes, Smith-Hughes Teacher of Retail Selling, Nashville, Tenn.

"The Housewife Evaluates the Salesman," Mrs. W. R. Goddard, Los Angeles, Calif.

"How the Salesmanship Teacher May Develop Economic Understanding," Alice Falvey, East Boston High School, East Boston, Mass. (5)

"How the Salesmanship Teacher May Develop Economic Understanding," Emmett O'Brien, Commercial High School, New Haven, Conn. (5)

"How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen E. Parker, High School of Commerce, Springfield, Mass. (5)

"How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Clarence A. Wesp, Northeast High School, Philadelphia. (5)

"How the Salesmanship Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Gladys MacDonald, Commercial High School, New Haven, Conn. (5)

"Organizing Salesmanship and Advertising Instruction in the Small City High School," Russell Albroy, Quincy High School, Quincy, Mass. (5)

- "The Pupil's Actual Experience in the Selling Field As the Basis for Classroom Instruction in the School," Ellen L. Osgood, Julia Richmond High School, New York City. (5)
- "School Projects That May Be Used to Develop Salesmanship," Clara W. Hill, Brighton High School, Boston. (5)
- "The Use of Pictures in the Teaching of Salesmanship" (an illustrated talk), Bernard A. Shilt, Central High School, Buffalo, N. Y.

#### SECRETARIAL PRACTICE

- "How the Secretarial Practice Teacher May Develop Economic Understanding," Peter L. Agnew, New York University. (5)
- "How the Secretarial Practice Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Charles W. Hamilton, Principal, Alexander Hamilton Junior High School, Elizabeth, N. J. (5)
- "The Qualities of a Well-Trained Secretary," Clem Boling, La Salle Extension University, Chicago, Ill.
- "Standards of Skills Required for Initial Employment in the Secretarial and Clerical Occupations," Conrad Saphier, Samuel J. Tilden High School, Brooklyn, N. Y. (4)
- "What Business Does to Develop Expert Skill Performance in the Secretarial and Clerical Occupations," Herbert L. Rhoades, Assistant to the Personnel Officer, Metropolitan Life Insurance Company, New York City. (4)
- "What Business Expects of Secretaries and Stenographers," Elizabeth Donahue, Personnel Officer, Title Insurance & Trust Company, Los Angeles, Calif.
- "What the Schools Are Doing or Can Do to Meet Business Needs in Skill Performance in the Secretarial and Clerical Occupations," Dr. John L. Tildsley, District Superintendent of Schools, New York City. (4)

#### SHORTHAND

- "Advanced Shorthand," M. C. Roszell, Northern Vocational School, Toronto, Ontario.
- "Effective Correlation of Dictation and Transcription," Mrs. Blanche Stickney, Bryant & Stratton College, Providence, R. I. (5)
- "How Can the Beginning Shorthand Teacher Raise the Present Speed Standards Twenty Words a Minute?" Orton E. Beach, Morse College, Hartford, Conn. (5)
- "How the Shorthand Teacher May Develop Economic Understanding," Meyer E. Zinman, Abraham Lincoln High School, Brooklyn, N. Y. (5)
- "How the Shorthand Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," John V. Walsh, Morris High School, New York City. (5)
- "The Direct Method of Teaching Shorthand," Ann Brewington, School of Business, University of Chicago.
- "A Lesson Demonstration in Development of Skill in Shorthand," Sadie Lerner, Seward Park High School, New York City. (4)
- "National Recovery in Shorthand," Alberta Kappeler, Technical High School, Indianapolis, Ind.
- "Needed Economy in Shorthand Teaching," Clyde Insley Blanchard, The Gregg Publishing Company, New York City.
- "The Shorthand Field (Typewriting)," Mrs. Lucile Stewart, West Technical High School, Cleveland, Ohio.
- "Shorthand World: As It Was, As It Is, and As It Will Be," Dr. John R. Gregg.
- "The Use of the Blackboard in the Shorthand Classroom: Its Effective Use in the Advanced Shorthand Class," E. Virginia Grant, Merchants and Bankers School, New York City.
- "The Use of the Blackboard in the Shorthand Classroom: Its Effective Use in the Elementary Shorthand Class," Mrs. Bernice Marple, Wadleigh High School, New York City.

- "The Use of the Blackboard in the Shorthand Classroom: Some Observations on the Use of the Blackboard from the Supervisor's Point of View," Nathaniel Altholz, Director of Commercial Education, Board of Education, New York City.
- "When and How to Introduce Transcription," Laila M. Kilchenstein, Grove City College, Grove City, Pa.

#### SUPERVISION

- "Administrator and Commercial Teacher," P. S. Spangler, President, Duffs-Iron City College, Pittsburgh, Pa.
- "Commercial Education Attuned to Modern Trends," Clay D. Slinker, Director of Commercial Education, Des Moines, Iowa.

#### TEACHER TRAINING

- "How the Business Organization and Management Teacher May Develop Economic Understanding," Louis A. Rice, State Department of Public Instruction, Trenton, N. J. (5)
- "How the Business Organization and Management Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Roy Davis, Professor, Boston University. (5)
- "How the Filing Teacher May Develop Economic Understanding," Mrs. Ednah N. Cranna, Carnegie Institute of Technology, Pittsburgh. (5)
- "How the Filing Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Ethel A. Rollinson, Columbia University. (5)
- "How the Foreign Trade Teacher May Develop Economic Understanding," Max Hartmann, Associate Professor of Economics, Boston University. (5)
- "How the Foreign Trade Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," James S. MacNider, Central School of Business and Arts, New York City. (5)
- "How the Junior Business Training Teacher May Develop Economic Understanding," Dr. Herbert A. Tonne, Assistant Professor of Education, New York University. (5)
- "How the Junior Business Training Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Kenneth B. Haas, High School, Kearny, N. J. (5)
- "How the Machine Calculation Teacher May Develop Economic Understanding," Edna Berwald, Hutchinson High School, Buffalo, N. Y. (5)
- "How the Machine Calculation Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," R. W. Roland, State Teachers College, Indiana, Pa. (5)
- "How the Office Machines Teacher May Develop Economic Understanding," John J. W. Neuner, College of the City of New York, New York City. (5)
- "How the Office Machines Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," I. W. Cohen, High School of Commerce, New York City. (5)
- "Present Standards for Certification of Business Teachers in Tennessee," T. W. Kittrell, Tennessee Polytechnic Institute, Cookeville, Tenn.
- "Problems in the Supervision of Practice Teaching," P. L. Salsgiver, High School, Indiana, Pa.
- "Qualifications of Commercial Teachers," C. A. McKinney, Winfield High School, Winfield, Kans.
- "A Review and Evaluation of 'A Critical Investigation of Teacher Training for Business Education—By Dr. Jesse Graham,'" Dr. A. J. Lawrence, University of Kentucky, Lexington.
- "The Teacher's Social Responsibility," Dr. Gregory Vlastos, Department of Philosophy, Queen's University, Kingston, Ontario, Canada.
- "Teaching Commercial Geography," G. A. Cornish, Professor of Science, Ontario College of Education, Ontario, Canada.



"What Is Happening in Teacher Training for Business Teachers," Dr. Ben Haynes, Professor of Business Education, University of Southern California, Los Angeles, Calif.

"What Office Machines to Teach and Why?" Mary Ward, Boston Calculating School, Boston. (5)

### TESTS AND CONTESTS

"Intelligence Tests for Commercial Students," Mary Castagnino, Senior High School, Savannah, Ga.

"Prognostic Tests to Determine Class Grouping in Shorthand and Typewriting," Mildred Hood, Newton High School, Newton, Mass. (5)

### TYPEWRITING

"Effective Correlation of Dictation and Transcription," Mrs. Blanche Stickney, Bryant & Stratton College, Providence, R. I. (5)

"How the Dictating Machine Functions in Learning to Typewrite," Genevieve Hayes, Julia Richman High School, New York City. (5)

"How the Typewriting Teacher May Develop Economic Understanding," K. Olive Bracher, Gregg College, Chicago. (5)

"How the Typewriting Teacher May Develop Social and Economic Understandings, Attitudes, and Ideals," Helen Reynolds, School of Commerce, Ohio University, Athens. (5)

"National Recovery in Typing," George E. Ham, Michigantown High School, Michigantown, Ind.

"Objective Tests in Typewriting," Inez Ahlering, Francis Joseph Reitz High School, Evansville, Ind.

"Research Work in Tabulation and Letter Writing," B. Borgen, Oxford Rural High School, Oxford, Kans.

"The Shorthand Field (Typewriting)," Mrs. Lucile Stewart, West Technical High School, Cleveland, Ohio.

"Testing Typewriting Skill," Charles G. Reigner, President, H. M. Rowe Company, Baltimore, Md.

"What Nobody Knows About Typewriting," Harold H. Smith, Co-Author, "Gregg Typing, Techniques and Projects."

"When and How to Introduce Transcription," Laila M. Kilchenstein, Grove City College, Grove City, Pa.

## Gregg Shorthand Teachers' Certificates

THE following shorthand teachers have been granted the official Gregg Shorthand Teacher's Certificate. This list supplements the one published in the June, 1933, issue of the *American Shorthand Teacher*.

Elizabeth Allen, Northampton, Massachusetts  
Leonard W. Allen, Duluth, Minnesota  
Leslie O. Andrews, Bangor, Maine  
Sister M. Annette, Watertown, Massachusetts  
Mamie Josephine Arnone, Springfield, Massachusetts  
James Conrad Auth, Springfield, Massachusetts  
Ethel Baldwin, Fonda, Iowa  
Olga R. Ballas, Pueblo, Colorado  
Lucille Frances Balsano, New Orleans, Louisiana  
Marjorie Banks,\* Jefferson, Wisconsin  
Allison H. Barbour, Nashua, New Hampshire  
Eva Barnhart,\* Canal-Winchester, Ohio  
Norton Lewis Beach, Springfield, Massachusetts  
Marguerite Behrendt, Billings, Montana  
Priscilla Beland, Springfield, Massachusetts  
Ruth Bell,\* Cleveland, Ohio

\* Gregg Normal Diploma

Arvilla Benshoof,\* Perry, Iowa  
Mildred Bentley, Pittsfield, Massachusetts  
Lillian Bialek, Springfield, Massachusetts  
Elda Bianchi, Springfield, Massachusetts  
Eleanor Clare Blake, Bangor, Maine  
M. Louise Bodger, Pasadena, California  
Carl Magnus Bolander, Duluth, Minnesota  
Miriam A. Bottum, Northampton, Massachusetts  
Anna Elizabeth Bourgeois, New Orleans, Louisiana  
Kathryn Prudence Bower, Lake Charles, Louisiana  
Harriet M. V. Bowling, Nashville, Tennessee  
Marguerite Harriett Boyd, Nashville, Tennessee  
Gertrude Mary Boyle, Northampton, Massachusetts  
Dorothy L. Branch, Lead, South Dakota  
Lucy Lorene Brandeberry, Middletown, Ohio  
Datie Mae Bridgeforth, Nashville, Tennessee  
Dorothy M. Brigham, Springfield, Massachusetts  
Alice M. Brown, Auburn, Maine  
Edna M. Brown, Springfield, Massachusetts  
Myrtle E. Brown, Northampton, Massachusetts  
Mrs. Vivian Burnett, Greenville, Texas  
Alice Veronica Burns, Worcester, Massachusetts  
Mrs. Iola C. Burns, San Francisco, California  
Mildred A. Burpee, Bangor, Maine  
Marjory Busse, Colorado Springs, Colorado  
Helene Butkiewicz, Springfield, Massachusetts  
Genevieve Carolan, Waterbury, Connecticut  
Sister Mary-Aleidyis Carron, Frederiksted, St. Croix, Virgin Islands  
Jessie Cash,\* Albia, Iowa  
Simonne Chamard, Newcastle, N. B., Canada  
Dorothea Chandler,\* Danville, Iowa  
Blanche M. Chaput, Springfield, Massachusetts  
Carmen Mesta Chavez, San Antonio, Texas  
Lucy Cianciolo, Springfield, Massachusetts  
Alice A. Clark, Springfield, Massachusetts  
Sue Clark, Springfield, Massachusetts  
Bernadine Eloise Clinton, Billings, Montana  
Helen Mae Clooney, Lake Charles, Louisiana  
Ruth S. Cohen, Springfield, Massachusetts  
Maxine E. Collins, Bangor, Maine  
Helen Conlon, Springfield, Massachusetts  
Sister Maria Constance, South Lawrence, Massachusetts  
G. W. Cowan, Hamilton, Ontario, Canada  
Quinica V. Cram, Tacoma, Washington  
Eva M. Crawford, Auburn, Maine  
Mary G. Cronin, Erie, Pennsylvania  
Edith Cumming,\* Dousman, Wisconsin  
Faye Cushing,\* Ottawa, Kansas  
Marie DeMartino, Springfield, Massachusetts  
Sister Noemi de Montfort, Pensionnat Notre-Dame du Sacre-Coeur, Dorval, Quebec, Canada  
Marguerite A. Dent, Springfield, Massachusetts  
Mary C. DeWees, Nashville, Tennessee  
Lillian Rosalie DiBetta, New Orleans, Louisiana  
Meta N. Dinsmore, San Antonio, Texas  
Sister M. Dionysia, Wilmette, Illinois  
Emily Dodge, Independence, Kansas  
June Mary Donovan, Worcester, Massachusetts  
P. M. Drummond, Staten Island, New York  
Helen C. Dudek, Springfield, Massachusetts  
Frances Lincoln Dumas, Nashville, Tennessee  
Ethelreda Dolores Dupuy, New Orleans, Louisiana  
Evelyn C. Engel, Lead, South Dakota  
Flora E. Erikson, Northampton, Massachusetts  
Sister M. Esther,\* Mayaguez, Puerto Rico  
Thomas George Fagan, Colorado Springs, Colorado  
Bernice Falkenstein, Hamilton, Ohio  
John H. Falvey, Springfield, Massachusetts  
Ann Faniola, Springfield, Massachusetts  
D. Edward Fenton, Springfield, Massachusetts  
Eunice Fitch,\* Peebles, Ohio  
Doris M. Flanagan, Northampton, Massachusetts  
Bertha Flora,\* Honesdale, Pennsylvania  
Mary Elizabeth Foley, West Newton, Massachusetts  
Dorothy G. Fontecchio, Colorado Springs, Colorado  
Rita Fossa, Springfield, Massachusetts  
Andrew J. Foster, Nashville, Tennessee  
Concetta Jean Galbo, North East, Pennsylvania  
(Continued on page 698)

## A Request from the NATIONAL COUNCIL OF BUSINESS EDUCATION to Business Teachers and Administrators of the United States

**A**S you well know, these are critical times in American education. How has business education fared in your school system during the present school year of 1933-1934? Will you please fill in the space below and thus help the National Council of Business Education in compiling a general report of conditions throughout the nation?

The National Council is a central organization of affiliated national, regional, state, and local associations of business teachers. Each affiliated association has two delegates on the Council. No individual business teacher can be a member of the Council except as a delegate of an association. Therefore, no dues are collected from individual teachers. The Council serves as a vigilance committee to give prompt, forceful, and carefully considered action

to matters of vital national concern to the welfare of business teachers. Miss Ray Abrams, New Orleans, Louisiana, is Vice-President of the Council; Miss Helen Reynolds, Athens, Ohio, Secretary; Albert E. Bullock, Los Angeles, Treasurer.

The Council needs to have the latest and accurate information on the present status of business education in all forty-eight states. **THE BUSINESS EDUCATION WORLD** has generously consented to cooperate by publishing this notice in its June issue. Please fill in the space below **IMMEDIATELY** and mail to Paul S. Lomax, President, National Council of Business Education, New York University, Washington Square East, New York, New York. **WE CAN SUCCEED ONLY WITH YOUR COOPERATION.**

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### Report on Status of Business Education in School Year, 1933-1934

1. The most serious retrenchments in business education in our school system have been: (Examples: certain business subjects of day school in certain grades have been discontinued; certain, or all, business subjects in night school have been eliminated; percentage of salary cut, etc.)

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.....

.....

2. The following advancements or improvements in business education have been made.

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.....

.....

3. The status of business education in our school system has not changed. (Simply check this item, if it is true of your place.)

***This is a Confidential Report. The general report will be made without specific reference to your school system.***

.....

Name School Position

.....

School Address

- Bertha Marion Garson, Philadelphia, Pennsylvania  
 Lois Jeanne Garver, Winslow, Arizona  
 M. Floris Gee, Bangor, Maine  
 Catherine Geenty,\* Johnson, Minnesota  
 Madeleine Gibney,\* St. Louis, Missouri  
 Marjorie Gilmore, Colorado Springs, Colorado  
 Vincenzina Josephine Giordano, New Orleans, Louisiana  
 Rose Gould,\* Detroit, Michigan  
 Sister Mary Grace, Watertown, Massachusetts  
 Mrs. Gladys Gray, Colorado Springs, Colorado  
 Thelma Gregory,\* Edmond, Oklahoma  
 Frederick Haddad, Springfield, Massachusetts  
 Ruth Hadley, Worcester, Massachusetts  
 Mrs. J. M. Hall, Pampa, Texas  
 Lola Hoover Harris, Jackson, Mississippi  
 Georgia Heal,\* Columbia City, Indiana  
 Mayolyn A. Heald, Brattleboro, Vermont  
 Florence Heider,\* Carroll, Iowa  
 Brother Fred Henry, Pago Pago, American Samoa  
 Nita M. Herbert, Pittsfield, Massachusetts  
 Sister Mary Herman,\* Milwaukee, Wisconsin  
 Sister M. Eymard Holmes, Manoa, Honolulu, T. H.  
 Evangeline Julia Holt, Northampton, Massachusetts  
 Jane Horswell,\* Wausau, Wisconsin  
 Doris Hosking, Springfield, Massachusetts  
 Elizabeth Hotkoski, Springfield, Massachusetts  
 Geneva F. Houlst, Chrisman, Illinois  
 Margaret Hubert, Springfield, Massachusetts  
 June Edith Huntoon, Brattleboro, Vermont  
 Sister Maria Immaculata, Lafayette, Louisiana  
 Ruth P. Irish, Springfield, Massachusetts  
 Mrs. Theo Abr Itz, San Antonio, Texas  
 Kathryn Jacobs,\* Pueblo, Colorado  
 Nina Belle Jenkins, Flagstaff, Arizona  
 Mrs. Elsie E. Johnson, Wichita, Kansas  
 Rita Johnson, Springfield, Massachusetts  
 Theresa Ethel Jordan, New Orleans, Louisiana  
 Estelle C. Kable, Springfield, Massachusetts  
 Eva Mae Kaplowitz, Springfield, Massachusetts  
 Burton S. Keach, Pittsfield, Massachusetts  
 Rose Mildred Kennedy, Northampton, Massachusetts  
 Phyllis Frances Kiefer, New Orleans, Louisiana  
 Evelyn Kimberlin, Lake Charles, Louisiana  
 Theresa Elizabeth Kirsch, New Orleans, Louisiana  
 Anna L. Klein, Colorado Springs, Colorado  
 Dorothy E. Kopf, Springfield, Massachusetts  
 Hilda Korwelt, Lead, South Dakota  
 Hazel Koutz,\* Neodesha, Kansas  
 Vernon H. Kruse, Huntington, West Virginia  
 Margaret Lafond, Springfield, Massachusetts  
 Isabelle M. Landry, Springfield, Massachusetts  
 Shirley Lang, Lead, South Dakota  
 Dorothy G. Larson, Worcester, Massachusetts  
 Frances T. Lee, Northampton, Massachusetts  
 Sister Mary Leonissa, Chicago, Illinois  
 Daisy V. Lowry, Springfield, Ohio  
 Mary C. Lucas, Pejepscot, Maine  
 Dorothy L. Ludwig, Springfield, Massachusetts  
 Mrs. Rinda Goode McBrayer, Boiling Springs, N. C.  
 Beth McClanahan,\* Decorah, Iowa  
 Ruth McClellan,\* Fairfield, Maine  
 Dorothy F. Marcho, Auburn, Maine  
 Sister Bernard Marie, Mt. Vernon, New York  
 Sister Genevieve Marie, New Haven, Connecticut  
 Lucy Mark,\* Abilene, Kansas  
 Alice Martin, Norristown, Pennsylvania  
 Doris Massey, Centerville, Mississippi  
 Phyllis Maust, Colorado Springs, Colorado  
 Sister M. Benedict May, Corpus Christi, Texas  
 Betty Mazur, Springfield, Massachusetts  
 Mrs. Evelyn Messer,\* Tallahassee, Florida  
 Flavel D. Mooney, Springfield, Massachusetts  
 Vinal A. Morrison, Bangor, Maine  
 Louise M. Moses,\* Norfolk, Virginia  
 M. Elsie Mosseau, Northampton, Massachusetts  
 Olympia Motyka, North Adams, Massachusetts  
 Anne Loylin Nichols, Nashville, Tennessee  
 Dorothy Nichols, Spearfish, South Dakota  
 Florence Nielson, Springfield, Massachusetts  
 Herman R. Oakley, Fairburn, Georgia  
 Ruth O'Brien, North Adams, Massachusetts  
 Harriette M. Offenkamp, Pueblo, Colorado  
 Anna Shirley O'Keefe, Springfield, Massachusetts  
 Virginia J. Olsson, Bangor, Maine  
 Zette D. Orr, Seattle, Washington  
 Anna C. Paissan, Springfield, Massachusetts  
 Nelly Parodi de Soler, Ponce, Puerto Rico  
 Mimi A. Patnock, Springfield, Massachusetts  
 Sister Marion Patrice, Wellesley Hills, Massachusetts  
 Amanda Pederson,\* Ajo, Arizona  
 Evelyn R. Pelkey, Northampton, Massachusetts  
 Eleanor F. Pender, Pittsfield, Massachusetts  
 Helen Rhodes Pennington, Eugene, Oregon  
 Olive Pepper,\* Allensville, Kentucky  
 Mary Louise Pescoller, New Orleans, Louisiana  
 Grace V. Pestriotto, Springfield, Massachusetts  
 Ruth H. Peterson, Colorado Springs, Colorado  
 Thelma Ernestine Peyton, Nashville, Tennessee  
 Anita H. Pighetti, Springfield, Massachusetts  
 Nancy A. Pitcher, Springfield, Massachusetts  
 Mother M. Polycarpa, Hankinson, North Dakota  
 Mary Elizabeth Porche, New Orleans, Louisiana  
 Hazel A. Post, Springfield, Massachusetts  
 Ernest Potzmann,\* Chicago, Illinois  
 Mrs. Jessie Kohler Prather, Seattle, Washington  
 Martha Louise Pruett, Fort Worth, Texas  
 Kathleen Ruth Pumfrey, Portland, Oregon  
 Henrietta Putala, Springfield, Massachusetts  
 Ruth L. Reeves, Springfield, Massachusetts  
 Maurice A. Roady, Topeka, Kansas  
 Fannie Mai Ross, Nashville, Tennessee  
 Vera Mary Saia, New Orleans, Louisiana  
 Jeanne Saindon, Dalhousie, N. B., Canada  
 Sister Mary of St. John Eudes, Dallas, Texas  
 Marie Ange St. Laurent, Newcastle, N. B., Canada  
 Sister St. Philippe, Sherbrooke, Quebec, Canada  
 Josephine M. Seelsi, Pittsfield, Massachusetts  
 Jessie Seay,\* El Paso, Texas  
 Herman Seringer, Apia, Samoa  
 Miriam K. Shalkham, Erie, Pennsylvania  
 James F. Sheehan, Northampton, Massachusetts  
 Pauline M. Smith, Brattleboro, Vermont  
 Catherine P. Somerville, Springfield, Massachusetts  
 Doris A. Soule, New York, New York  
 Mary F. Soulia, Springfield, Massachusetts  
 Lola H. Stacy, Memphis, Tennessee  
 Carol M. Steward, Shanghai, China  
 Margaret Elizabeth Stoddard, Northampton, Massachusetts  
 Florence Mildred Stokes, Springfield, Massachusetts  
 Elizabeth M. Sudmeier, Timber Lake, South Dakota  
 James Kenneth Sullivan, Springfield, Massachusetts  
 Jean Summers, Buffalo, New York  
 Lois Suplee, Colorado Springs, Colorado  
 Jane E. Tarleton, Springfield, Massachusetts  
 Esther Thomas,\* Summitville, Indiana  
 Frances Maude Thomas, Roslindale, Massachusetts  
 Sister Mary Thomas, Dalhousie, N. B., Canada  
 Robert Bernard Thomas, Brattleboro, Vermont  
 Franklin A. Thorne, Effingham, Kansas  
 Helen Todd, Lead, South Dakota  
 John S. Townsend, Jr., Anthony, New Mexico  
 Doris I. Tyler, Brattleboro, Vermont  
 Dorothy Tyler,\* Muscatine, Iowa  
 Leola Uecker,\* Marissa, Illinois  
 Esther Underwood,\* Chicago, Illinois  
 Dorothy F. Valentine, Hempstead, New York  
 Esther Van Fleet,\* Grand Rapids, Michigan  
 M. Alberta Veniot, Mount St. Vincent College, Halifax, N. S., Canada  
 Velma Bush Vincent, Auburn, Maine  
 Euretta Waddell, Colorado Springs, Colorado  
 Ruth Wasson, Spring City, Tennessee  
 Daisy L. Watkins, Nashville, Tennessee  
 Ferne Avis Waymouth, Sangerville, Maine  
 B. Franklin Webster, III, Denver, Colorado  
 E. T. Westrup, Monterrey, N. L. Mexico  
 Genoa M. Wheatley,\* Dayton, Ohio  
 George Ludlow White, Richmond, Virginia

(Continued on page 698)

## Book Reviews

(Continued from page 676)

**MAKING THE MOST OF YOUR INCOME**, by Harvey A. Blodgett, The Macmillan Company, New York, 1933, 180 pp., \$1.50.

The topic of thrift is included in courses in economics, junior business training, and senior business training; and, rightly so, for this topic should not be neglected. During the last few years, however, teachers have been in doubt as to the best way to teach financial management. In fact, teachers as a class have not been conspicuously successful in handling their personal financial affairs. Then, too, the classroom discussion of certain topics has elicited, especially within recent years, stories of unfortunate experiences which the families of pupils have had with these types of investments.

In some cases, it seems rather cruel to talk of budgets and investments when the families of at least a few of the members of the class are living on relief funds or the only income is that of a C. W. A. worker. However, it is true that the practice of thrift is sorely needed in connection with small incomes. Again, with a spirit of optimism growing all over the country, most persons are looking forward to larger incomes. Then, too, many young people feel that they will do better than their elders do in the matter of making and managing money.

Indeed, taken from any one of several angles, the topic of thrift belongs in the educational program. It may be that present conceptions of thrift will be revised. Just now, "making the most of your income" is apparently the keynote of the thrift program; including, as it does, wise "buymanship" and financial planning as well as the saving of money.

The book, written at the close of three and one-half years of hard times, presents a conservative program for "making the most of your income." The plans suggested are not startlingly new but are described in easily readable style and illustrated with little stories of the experiences of persons who have tried various plans. There is emphasis all through the book on the advantage of a definite goal, no matter how modest it is. A few of the chapter headings will indicate the nature of the book: "How to be better off a year from now," "Budget keeping," "How to get the most from your job," "How to get your first \$1,000," "How to teach the child money management," "Youth, the managers of tomorrow," and "Preparing for the job of being a woman."

Lest the teacher feel that this emphasis upon personal financial success encourages selfishness, he may note that the idea is advanced that a sound program of money management is not selfish, for it includes provision for the care of

dependents and precludes the thrifty one from becoming a charge on the social group of which he is a part. This book will be useful for supplementary reading for courses in which personal financial management is one of the topics studied.

**HOW TO APPRECIATE MOTION PICTURES**, by Edgar Dale, Ohio State University, The Macmillan Company, New York, 1933, 243 pp.

Both casual observation and formal study show that young people of school age are patrons of motion pictures in large numbers. Recently, certain educational agencies have taken cognizance of the potential good or harm that may come from this frequent attendance. In the spring of 1929, the Payne Fund of New York City made available a sum of money for the scientific study of the effect of motion pictures on youth. This book presents the results of one portion of this study, the general title of which is "Motion Pictures and Youth."

The purpose of the book is to bring before young people materials that will aid them in developing higher standards of taste in motion pictures. The book, addressed to high school pupils, represents an adaptation of technical material written for adults to reading matter suited to young people.

In the first chapter, entitled, "What Is Motion Picture Appreciation?" the young reader is shown that his enjoyment of motion pictures may be increased by intelligent consideration of the story, the acting, the photography, the settings, and the direction. These topics are treated more fully in later chapters, various points of view being supported by examples taken from recent motion picture productions.

The discussion of the purposes of motion pictures is based upon the opinions of high school pupils. Among the purposes assigned by these young people, in addition to the entertainment purpose, are: "It's a way to learn about life"; "You learn what happens when you make certain choices"; "They show you what people do under certain circumstances"; "It gives you the artist's idea of life."

Suggested changes in motion picture production are given in the final chapter of the book. A short annotated bibliography compiled by Mr. William Lewin, chairman of the Committee on Photoplay Appreciation of the National Council of Teachers of English, is appended.

This book may well be used as a supplementary reading book for courses in English. As the content of the book appeared in four experimental editions prior to publication, and was criticized by teachers and pupils, it may be accepted as material that appeals to high school pupils. In many schools, teachers asked to sponsor clubs are puzzled as to the type of club activity that will interest young people.

It is highly probable that a motion picture club using this book as a basis for discussion would be both popular and profitable. While the author makes no attempt to be dogmatic and dictatorial as to standards for judging motion pictures, he implies that the young reader will select the better type of motion picture after he has read and thought about the various items discussed. The book is illustrated with twenty-six full-page photographs.

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## A Correction

We regret to report that our staff made three errors in the key to the Semester Test in Business English (May issue, pages 587, 588). Mrs. Wilson, who prepared the test, but not the key, was the first one to call these errors to our attention. The following corrections should be made:

1. Sentence 3, Grammar, Unit I. Substitute *has* for *have*.
2. Sentence 17, Grammar, Unit I. Substitute *is* for *are*.
3. Sentence 11, Vocabulary, Unit II. Substitute *wished* for *wanted*.—Editor.

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## School News

(Continued from page 671)

"CRITICISM, Suggestion and Advice," an eight-page bulletin of comment on advertisements, articles, and stories in the *Saturday Evening Post*, will be brought back into teaching service in October by the faculty of Boston University College of Business Administration after six years of inactivity. Judging from requests received in advance of publication, no less than 149 instructors in Advertising, Marketing, Economics, and allied subjects in 78 colleges and universities will use the bulletin for class room or home study material.

Professor Charles E. Bellatty, Head of the Department of Advertising at Boston University, will continue as Editor. Everett W. Lord, Dean; Professor Harry B. Center, Head of the Department of Journalism; and other members of the faculty will contribute reviews, comments, and questions.

The little publication will appear semi-monthly during the next college year. Teachers who wish to use the bulletin should write at once to Mr. Bellatty at 525 Boylston Street, Boston.

THE Georgia Business Education Association, a newly organized group, has chosen as its slogan, "A Social-Economic Education for Every Pupil." Regional meetings are being planned by the president of the association, C. R. Wray, Head, Commerce Department, Middle Georgia College, Cochran, and formerly Dean, School of Commerce, Mercer University, Macon.

Other officers elected were: *Vice President*, Clark Harrison, vice president and general manager, Draughts School of Commerce, Atlanta; *Secretary-Treasurer*, Aletha Bailey, Commercial Department, Athens High School.

The Executive Committee comprises: C. A. Barringer, Head, Commercial Department, North Fulton County High School, Atlanta; Haygood S. Bowden, Head, Commercial Department, Savannah Senior High School; George Sparks, Director, University System of Georgia, Evening School Division, Atlanta, and Harold Gilbreth, Head, Commercial Department, Rome High School.

BENJAMIN F. COMFORT, principal of Cass Technical High School, Detroit, since its establishment in 1898, has retired. Mr. Comfort has served the Detroit schools for half a century. At the age of 70 he is giving up his post to go "prospecting for gold." In a recent interview he said:

"I want to live the rest of my life outdoors. I'm going up to the Manitoulin Islands. I've got 2,300 acres up there. There's gold and silver on the property, and prospecting is going to be my life."

• • •

## Quotations

JOHN DEWEY, *Columbia University, New York*

THE duty (of teachers and schools) to educate the young for citizenship is universally recognized in words. At present much of the work done in this line is barren because the economic factor in good citizenship does not receive attention.—*From Dr. Dewey's address at the 1933 Department of Superintendence meeting at Minneapolis.*

DAVID SNEDDEN, *Columbia University, New York*

WHAT are the learnings in this befogged area of civic education which the public schools can and should promote? The entire



field bristles with controversial issues on which the doctors differ widely and furiously. Mountains of data are available, but reliable generalizations and valuations are as scarce as were reliable generalizations and valuations in the physical and biological areas of men's work ten centuries ago. . . .

The present writer is convinced that conditions are now shaping in educational theory and nascent science which will make possible signal advances in civic education within the next quarter of a century—at least, if we keep alive and active the present democracy of our political societies. But such advances will come only after far more realistic study and sustained experimentation in the field of secondary education than can yet be found.—*"School and Society."*

FRANK S. FREEMAN, *Cornell University, Ithaca, New York*

**D**URING the International Congress of Psychology, held at New Haven in 1929, Professor William Stern asked if in this country the widespread use of and acquaintance with tests of intelligence might not in some instances invalidate the results found with them. He believed there was danger in the increasing familiarity with the tests on the part of teachers, school administrators, pupils, and the public at large. If this increased familiarity is great and widespread, we must recognize that the danger mentioned by Dr. Stern is a very real one. . . .

Unless we can keep mental and scholastic tests from the hands of the unqualified, though perhaps well-meaning, persons to whom they are now made available; and unless we can be certain of the professional and scientific integrity of those to whom the tests are entrusted, we must expect the dangers and difficulties which decrease the validity of our results, as Professor Stern feared they might.—*"School and Society."*

LEON C. MARSHALL, *Director, Institute of Law, Johns Hopkins University.*

**L**ET us begin with a series of homely facts. The first is that human living is societal or group living. As best we know, there never was, and never will be, man except as group-living man.

The second is that human societal living is cultural living—it is by the presence of culture, and by that alone, differentiated from the societal living of many types of plants and animals.

The third is that our only operative hope of better living in the future is through the improvement of our culture—there is no other factor through which improvement can be brought about. There will be no significant change in either our human biological base or our external natural environment; the whole difference between our living and that of the brute, or of brutish primitive man, is due, and will continue to be due, to the flowering of culture.

The fourth and last homely fact is this: Today our culture is changing at an unparalleled rate—so much so that we must reckon seriously with this condition. Upon these four gospels, so far as I am concerned, stand all the law and all the prophets of secondary education.

Modern business is not something different from the rest of human experiences; it is but one of many manifestations of cultural living. Cultural living, furthermore, is like a seamless web; it is not a collection of shreds, tatters, and patches. The secondary business curriculum, accordingly, is, or should be, merely representative of a particular point of view or outlook on man's culture. Its background materials are, or should be, designed to enable effective participation in our evolving culture. In that way it can contribute to making a living and also to making a life.—*University of Chicago Conference on Business Education, 1933.*

CLINTON A. REED, *Supervisor of Commercial Education, New York State Education Department.*

**W**HILE the importance of bookkeeping as a vocational subject seems to be decreasing, there has been no decrease in the value of a general knowledge of the basic principles of bookkeeping. If bookkeeping instructors will develop the subject with the idea of teaching correct business procedure, and the ability to analyze and interpret business records and financial statements correctly, there can be little quarrel with secondary school bookkeeping courses. If, however, the emphasis continues to be placed on the purely recording and mechanical features of the subject, then it is going to be increasingly difficult to justify our bookkeeping courses regardless of the section of the country in which they are offered. Those who wish to teach vocational bookkeeping should immediately coordinate their practises and standards with modern bookkeeping procedures.

# Key to the Shorthand Plates

In the June "Gregg Writer"

## June Trickery

By ADELE KAYE

I BOUGHT A LITTLE ROSE BUSH  
ONE DAY JUST TO SEE  
IF I COULD HAVE A YELLOW ROSE  
TO BLOSSOM ONCE FOR ME.

I PLANTED<sup>80</sup> IT AND WATERED IT,  
AND TENDED IT WITH CARE,  
AND WAITED FOR MY GOLDEN ROSE  
TO GRACE THE JUNETIME AIR.

BUT WHEN<sup>40</sup> THE BUD BEGAN TO SHOW,  
IMAGINE MY SURPRISE,  
TO SEE MY ROSE DEFIANTLY  
TURN RED BEFORE MY EYES! (59)

## A Viking Gameboard

Harvard archeologists have discovered in Ireland an ancient Viking game that no one knows how to play, a<sup>80</sup> "parlor" game antedating parlors by about 1,000 years.

The game consists of a board, about nine inches<sup>40</sup> square, smooth, set inside a square, ornately carved frame which surrounds the board like the frame around a painting. The smooth inner<sup>80</sup> surface is perforated by forty-nine round holes, evenly spaced, seven on each side, the magic number<sup>80</sup> seven multiplied by itself no matter which two sides are used as the factors for multiplication.

The center<sup>100</sup> hole is surrounded by a ring, cut in the wood. This ring is double, like a child's drawing of a circular<sup>100</sup> road.

The archeologists suggest that the ancient board might be used for some form of cribbage. The mystery is<sup>100</sup> not clarified by two handles of wood attached to the frame around the board. Each handle is rounded, much like a<sup>100</sup> door knob, one nearly twice the size of the other.

The big handle is carved rudely in the likeness of a human<sup>100</sup> head; the little one an animal's head.

This gaming board was found by the Harvard expedition under direction<sup>800</sup> of Professor E. A. Hooton, now engaged in a five-year survey of ancient Ireland. It was in a<sup>200</sup> tenth-century lake dwelling in Ballinderry, County Westmeath.

The board contains also Christian crosses of a style<sup>100</sup> common to the Isle of Man. The ancient dwelling was found by Dr. Hugh O'Neill Hencken, Curator of European<sup>800</sup> Archeology and Hallam L. Movius, both of the Peabody Museum, Harvard. (278)

## "In Which Larry Contributes to Lemuel's Education"

The Lizard brothers, Larry (something of a philosopher) and Lemuel (very much a nit-wit), lay basking<sup>80</sup> in the sun at the Bar-X Dude Ranch. The appearance of a well-groomed, haughty Stag a short distance away caused<sup>40</sup> Lemuel to deplore his lowly condition.

"Blah," he sneered, "these idle rich have everything in life. All that's<sup>80</sup> left for us is to grovel in the dust and try to escape their careless hoofs."

"But you forget, my dear brother," said<sup>80</sup> Larry, "that one's material station in life is no index to his peace and happiness. The . . ."

But what might have<sup>100</sup> been a long speech was here interrupted, for a pack of Dogs came upon the Stag, and very soon the proud antlers<sup>100</sup> lay helpless in the prairie dust.

So with a supercilious "Ahem," Larry sauntered off, feeling quite satisfied<sup>100</sup> with himself, and leaving his brother to ponder on the marvels of erudition. "Contentment," said he, with<sup>100</sup> a wriggle of his tail, "is not a matter of rank." (169)

## Key to "Talent Teaser"

Early in the eighteenth century a farmer made a contract which he thought was a good one for him. He undertook<sup>80</sup> to deliver for the sum of £5 two grains of rye on the following Monday, four grains a week later,<sup>40</sup> eight grains the week after that, and so on for a year. All went well for some weeks, but presently he found that his final<sup>80</sup> delivery at the end of the year would require more rye than was sown in the whole of England.

A lawsuit<sup>80</sup> took place over the contract. What the farmer had not realized was that though twice two are four, two multiplied by<sup>100</sup> itself fifty-two times come to nearly ten thousand billion. This number of grains of rye would represent about<sup>100</sup> 8,000 million bushels. An acre of rye produces about ten bushels, so you can work out for yourself<sup>100</sup> just how many acres would have been required to fulfil the contract. (152)

## More Lumber Letters

Manning Lumber Company  
P. O. Box 46  
Eugene, Oregon  
Gentlemen:

One of our customers<sup>80</sup> is in the market for

a quantity of No. 1 Common Fir plank, rough full-sawn in 3 x 12's. He can use<sup>40</sup> up to 65 M feet, which would make three cars. Our representative says that he may be able to order<sup>60</sup> these plank standard-sawn instead of full-sawn, so kindly give us your prices f. o. b. 68¢ rate of<sup>80</sup> freight on both specifications.

In case you are interested in handling all or part of such an order,<sup>100</sup> kindly wire us at our expense, giving quantity you have on hand, your best delivered prices, and stating how soon<sup>120</sup> you could make shipment.

This goes on a State Highway job, and would necessarily have to be inspected by the<sup>140</sup> State Engineers at the time of shipment. Therefore we would be able to advance 100% less 2%<sup>160</sup> immediately upon receipt of your invoice, bill of lading, and inspection certificate.

As we<sup>180</sup> have a very good opportunity to obtain this business, and would like to give you the order, we shall thank<sup>200</sup> you for a prompt quotation.

Yours very truly, (209)

Davis & Raines, Inc.

Portland, Oregon

Gentlemen:

Please quote us by return mail delivered price<sup>20</sup> to Milton, Oregon, on the following material:

20 to 25 M ft. B M 2 x<sup>40</sup> 6 Fir Pipe  
Staves for 54" Barrel Flume with  
metal tongues, as per specifications  
attached.

In submitting<sup>60</sup> price on this material please consider furnishing sufficient metal Splines on the staves, which will be one<sup>80</sup> Spline for each stave.

Please advise what time will be required to make shipment.

Thank you for an early reply.

Yours very<sup>100</sup> truly, (101)

Merriman, Mason & Company,

Salt Lake City, Utah

Gentlemen:

Answering your inquiry of June 16,<sup>20</sup> we are pleased to quote the following price f. o. b. Milton, Oregon:

20 to 25 M<sup>40</sup> ft. B M 2 x 6 Fir Pipe  
Staves for 54" Barrel Flume with  
metal tongues, as per specifications  
attached,<sup>60</sup> \$46.50.

We would be in a position to make shipment within ten days to two weeks<sup>80</sup> from receipt of order.

Yours very truly, (88)

## Curious Clippings

Napoleon was not just an ordinary horse. Policeman Carl Pittle, of Chicago's mounted had trained him to<sup>20</sup> do things no ordinary horse would think of. So it was not to be expected that he would stand idly by and<sup>40</sup> see a holdup man escape his master. He took

matters into his own hoofs, and when Pittle found the fugitive,<sup>60</sup> at the end of the chase, Napoleon had him pinned safely against a wall.

"The police blotter," the United Press<sup>80</sup> dispatch reported, "listed 'Pittle and Napoleon' under the heading of 'arresting officers.'" (98)

. . .

That sounds credible enough. But can you believe the veracity of the reporter who claims that a farmer<sup>20</sup> who had hung his vest on a fence in his barnyard only to have a calf come along and chew up the pocket of<sup>40</sup> the garment, watch and all, retrieved the watch seven years later when he butchered a staid old cow for beef, and found that<sup>60</sup> the watch had lost only four minutes in the seven years? It had lodged in such a position between the animal's<sup>80</sup> lungs, he would have us believe, that the respiration kept the stem-winder wound up! (95)

. . .

We read that sweet potatoes are used to make a tasteless stamp glue. Have you discovered any? (16)

## Review Sentences

*Chapter I.* (1) This is the day of the track meet. (2) Get your ticket at the gate. (3) Elma was in an air wreck. (4) It is getting late and<sup>20</sup> Minnie will not go in the dark by that canal they are digging. (5) Ed may not aim at the tree.

*Chapter II.* (6) The letter reached him<sup>40</sup> before the action had been taken. (7) An increase in his salary instead of praise for his work would be more to<sup>60</sup> his liking. (8) If you will mention my name in your letter you may get some help from the session. (9) Publish what you think<sup>80</sup> without fear or favor.

*Chapter III.* (10) In former days little capital was necessary, but today business is run on<sup>100</sup> a much larger scale. (11) I will speak to the officials and see if they will agree to send a committee to<sup>120</sup> represent them in the conference in Decatur next week. (12) I told you it was folly to give Mr. Dolan a<sup>140</sup> loan.

*Chapter IV.* (13) The impression I got from Mr. Rankin's recent letter was to the effect that he thought it unnecessary<sup>160</sup> to take any action until Mr. Franklin returns from the West. (14) I think you should reply to Mr.<sup>180</sup> Twain's letter with regard to purchasing hardware for his house before he goes away.

*Chapter V.* (15) Thousands of years ago the<sup>200</sup> people of Egypt used a kind of paper made from papyrus which grew along the Nile. (16) The bathers would not have<sup>220</sup> enjoyed their nightly swim so much had they realized that there were a few drowsy crocodiles lying behind the<sup>240</sup> boathouse. (17) Miss Cornelia Joyce is in Korea.

*Chapter VI.* (18) Will you see that the sale is advertised in tomorrow's Daily<sup>260</sup> News?

(19) Is the merchandise inventory correct? (20) Our factory in France failed to ship the goods. (21) The deliveries<sup>360</sup> will be made promptly tomorrow. (22) I gave immediate attention to the matter and sent a remittance at<sup>300</sup> once.

*Chapter VII.* (23) The number registering in the University this summer is rather large and I don't believe I<sup>320</sup> can guarantee you a room in the dormitory this quarter. (24) Farm experts think that if the present weather<sup>340</sup> continues for several weeks the corn crop will be smaller than it has been for thirty years.

*Chapter VIII.* (25) It is a well-known fact<sup>380</sup> that many of the largest and finest trees of the West are each year lost through forest fires. (26) The past cannot be undone<sup>380</sup> but we can insist that care be taken of the trees in the future. (27) I will not invest my money without knowing<sup>400</sup> the approximate cost of the project.

*Chapter IX.* (28) The information rendered indicates that it was his practice to<sup>420</sup> dictate absolutely all quotations of the corporation. (29) Anybody who has five thousand dollars to<sup>440</sup> invest will find opportunities everywhere. (30) Whatever you do and wherever you go be fair to<sup>460</sup> everyone. (31) The original certificate is enclosed and we have kept a duplicate for our convenience.<sup>460</sup>

*Chapter X.* (32) Do not overlook the last paragraph in the Superintendent's report on reclamation because it deals<sup>500</sup> with the magnitude of the construction work declared necessary to complete the postal service system throughout<sup>520</sup> the United States. (33) It is interesting to know that New York is the world's leading distributing center<sup>540</sup> for raw silk.

*Chapter XI.* (34) Mediocrity is the fruit of indifference. (35) We have formulated our plans for the coming<sup>600</sup> year but they include nothing of a speculative nature. (36) The failure of our political plans at this time<sup>620</sup> would undoubtedly be a calamity to our party. (37) The Board of Education and the Chamber of Commerce<sup>640</sup> have united in purchasing books for the city library.

*Chapter XII.* (38) Saint Louis on the Missouri river is<sup>680</sup> connected by railroads with Chicago, Pittsburg, Philadelphia, and New York City, and with the trade centers<sup>700</sup> of the South—Atlanta, Birmingham, and Memphis—as well as by steamboat with Minneapolis, Cincinnati,<sup>720</sup> Nashville, Kansas City, and Louisville. (39) In 1933 a world's fair was held in Chicago. (679)

## The Power of Words

Elizabeth and I were speaking of words. She knows them intimately, their power for good or evil, and deplores<sup>20</sup> the careless use of these sacred symbols. Best of it, we, wife and husband, were in cordial agreement, and so<sup>40</sup> we talked about words: how infinite shades of thought and feeling can be expressed in words of simple character.

There<sup>80</sup> is no need to search for unusual, high-sounding or peculiar words in order to obtain a reputation<sup>80</sup> as a good conversationalist, or even as a writer. The English language contains an abundant<sup>100</sup> supply of ordinary, simple words which, if carefully chosen and correctly applied, suffice to express<sup>120</sup> almost any meaning, idea, or shade of thought. Naturally there are, in addition, many words of greater<sup>140</sup> length or rarity, which it is equally permissible to employ when occasion arises, since these<sup>160</sup> words fulfil a special mission that no other words can adequately discharge. They have a subtle shade of meaning<sup>180</sup> peculiar to themselves; there may be, and often there are, synonyms which closely resemble them; but there is<sup>200</sup> always a slight difference. It is this difference that only the diligent student of words can detect and<sup>220</sup> it is all-important.

Indeed it is only when one comes to consider words—just words alone, apart from<sup>240</sup> literary style—that one realizes the vastness of the subject, the infinite variety of these little<sup>260</sup> cogs in the wheels of speech, their nice adjustment, their delicate grading, their precision and their power.

Elizabeth<sup>280</sup> suggested a few simple examples of closely related words, and asked me how many of them I<sup>300</sup> could correctly define, or correctly apply; inverse and converse; confess and admit; obtuse and abstruse;<sup>320</sup> difficult and hard; correct and accurate; append and suspend; prescribe and proscribe.

I frankly acknowledged that I<sup>340</sup> had often used one or other when its partner should have been employed—a fault which is unwittingly committed<sup>360</sup> every day in every class of society. Yet a little time devoted regularly to the<sup>380</sup> study of words will remedy this, and one will assuredly find a definite and growing pleasure in the<sup>400</sup> correct application of words during one's daily intercourse.

Having reflected throughout the day on this subject<sup>420</sup> of the power of words, I gave to my wife that evening the product of my musing:

"Some words transport us to<sup>440</sup> the skies," I said, "others plunge us into abysmal gloom; some hold undisputed sway like absolute sovereigns,<sup>460</sup> others do only menial service; some stab as with a dagger, others soothe like a mother's caress; some have<sup>480</sup> the ingratiating modesty of a high-born maiden, others intrude like an unbidden guest; some sing in<sup>500</sup> the memory like the lingering note of a nightingale, others haunt the mind like an ominous decree; some<sup>520</sup> are like living personalities, others like dim memories of bygone days; some are like the dance of animated<sup>540</sup> sunbeams, others like the sigh of mournful pines; some are like a beacon light, others like a flickering candle;<sup>560</sup> some are like a quivering image on water, others set as a face of flint; some are like a symphony<sup>580</sup> of the stars, others like jangling notes out of tune; some are hot as a fiery volcano, others cold as a<sup>600</sup> winter blast; some are as soft as a whispering breeze, others loud as a cannon-peal; some are as gay as a<sup>620</sup> troubadour, others

sombre as a starless night; some are as lustrous as a jewel, others dull as a brooding sky;<sup>660</sup> some are as nimble as dancing water, others heavy as a weary footstep; some are as beautiful as the<sup>660</sup> rosy flush of dawn, others ugly as a venomous toad; some are as definite as the glance of a child, others<sup>660</sup> vague as a fitful dream."

Elizabeth assented. (690)—*Grenville Kleiser*, in "*The Roycrofters*."

## The Cruise of the Dolphin

By THOMAS BAILEY ALDRICH

(Reprinted in shorthand from *Riverside Literature Series No. 124* by permission of the publishers, Houghton Mifflin Company)

(Concluded from the May issue)

It was a dirty<sup>780</sup> night, as the sailors say. The darkness was something that could be felt as well as seen—it pressed down upon one with a<sup>800</sup> cold, clammy touch. Gazing into the hollow blackness, all sorts of imaginable shapes seemed to start forth from<sup>820</sup> vacancy—brilliant colors, stars, prisms, and dancing lights. What boy, lying awake at night, has not amused or terrified<sup>840</sup> himself by peopling the spaces around his bed with these phenomena of his own eyes?

"I say," whispered Fred Langdon,<sup>860</sup> at last, clutching my hand, "don't you see things—out there—in the dark?"

"Yes, yes—Binny Wallace's face!"

I added to<sup>880</sup> my own nervousness by making this avowal; though for the last ten minutes I had seen little else besides that<sup>900</sup> star-pale face with its angelic hair and brows. First a slim yellow circle, like the nimbus round the moon, took shape and<sup>920</sup> grew sharp against the darkness; then this faded gradually, and there was the Face, wearing the same sad, sweet look it<sup>940</sup> wore when he waved his hand to us across the awful water. This optical illusion kept repeating itself.<sup>960</sup>

"And I too," said Adams. "I see it every now and then, outside there. What wouldn't I give if it really<sup>980</sup> was poor little Wallace looking in at us! O boys, how shall we dare to go back to the town without him? I've wished<sup>1000</sup> a hundred times, since we've been sitting here, that I was in his place, alive or dead!"

We dreaded the approach of morning<sup>1020</sup> as much as we longed for it. The morning would tell us all. Was it possible for the Dolphin to outride such<sup>1040</sup> a storm? There was a light-house on Mackerel Reef, which lay directly in the course the boat had taken when it<sup>1060</sup> disappeared. If the Dolphin had caught on this reef, perhaps Binny Wallace was safe. Perhaps his cries had been heard by the<sup>1080</sup> keeper of the light. The man owned a lifeboat, and had rescued several persons. Who could tell?

Such were the questions<sup>1100</sup> we asked ourselves again and again, as we lay huddled

together waiting for daybreak. What an endless night it<sup>1120</sup> was! I have known months that did not seem so long.

Our position was irksome rather than perilous; for the day was<sup>1140</sup> certain to bring us relief from town, where our prolonged absence, together with the storm, had no doubt excited the<sup>1160</sup> liveliest alarm for our safety. But the cold, the darkness, and the suspense were hard to bear.

Our soaked jackets had<sup>1180</sup> chilled us to the bone. In order to keep warm we lay so closely that we could hear our hearts beat above the tumult<sup>1200</sup> of sea and sky.

After a while we grew very hungry, not having broken our fast since early in the day. The<sup>1220</sup> rain had turned the hard-tack into a sort of dough; but it was better than nothing.

We used to laugh at Fred Langdon<sup>1240</sup> for always carrying in his pocket a small vial of essence of peppermint or sassafras, a few drops<sup>1260</sup> of which, sprinkled on a lump of loaf sugar, he seemed to consider a great luxury. I do not know what would<sup>1280</sup> have become of us at this crisis if it had not been for that omnipresent bottle of hot stuff. We poured the<sup>1300</sup> stinging liquid over our sugar, which had kept dry in a sardine box, and warmed ourselves with frequent doses.

After<sup>1320</sup> four or five hours the rain ceased, the wind died away to a moan, and the sea—no longer raging like a maniac<sup>1340</sup>—sobbed and sobbed with a piteous human voice all along the coast. And well it might, after that night's work. Twelve sail<sup>1360</sup> of the Gloucester fishing fleet had gone down with every soul on board, just outside of Whale's-Back Light. Think of the wide<sup>1380</sup> grief that follows in the wake of one wreck; then think of the despairing women who wrung their hands and wept, the next morning,<sup>1400</sup> in the streets of Gloucester, Marblehead, and Newcastle!

Though our strength was nearly spent, we were too cold to sleep. Once<sup>1420</sup> I sunk into a troubled doze, when I seemed to hear Charley Marden's parting words, only it was the Sea that said<sup>1440</sup> them. After that I threw off the drowsiness whenever it threatened to overcome me.

Fred Langdon was the<sup>1460</sup> earliest to discover a filmy, luminous streak in the sky, the first glimmering of sunrise.

"Look, it is nearly<sup>1480</sup> daybreak!"

While we were following the direction of his finger, a sound of distant oars fell upon our ears.<sup>1500</sup>

We listened breathlessly; and as the dip of the oars became more audible, we discerned two foggy lights, like<sup>1520</sup> will-o'-the-wisps, floating on the river.

Running down to the water's edge, we hailed the boats with all our might. The call was<sup>1540</sup> heard, for the oars rested a moment in the rowlocks, and then pulled in towards the island.

It was two boats from the<sup>1560</sup> town, in the foremost of which we could now make out the figures of Captain Nutter and Binny Wallace's father.<sup>1580</sup> We shrunk back on seeing him.



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"Thank God!" cried Mr. Wallace fervently, as he leaped from the wherry without waiting<sup>3700</sup> for the bow to touch the beach.

But when he saw only three boys standing on the sands, his eye wandered restlessly about<sup>3720</sup> in quest of the fourth; then a deadly pallor overspread his features.

Our story was soon told. A solemn silence<sup>3740</sup> fell upon the crowd of rough boatmen gathered round, interrupted only by a stifled sob from one poor old<sup>3760</sup> man who stood apart from the rest.

The sea was running too high for any small boat to venture out; so it was arranged<sup>3780</sup> that the wherry should take us back to town, leaving the yawl with a picked crew, to hug the island until daybreak<sup>3800</sup> and then set forth in search of the Dolphin.

Though it was barely sunrise when we reached town, there were a great many persons<sup>3820</sup> assembled at the landing eager for intelligence from missing boats. Two picnic parties had started down<sup>3840</sup> river the day before, just previous to the gale, and nothing had been heard of them. It turned out that the pleasure<sup>3860</sup>-seekers saw their danger in time, and ran ashore on one of the least exposed islands, where they passed the night. Shortly<sup>3880</sup> after our own arrival they appeared off Rivermouth, much to the joy of their friends, in two shattered, dismasted<sup>3900</sup> boats.

The excitement over, I was in a forlorn state, physically and mentally. Captain Nutter put me<sup>3920</sup> to bed between hot blankets, and sent Kitty Collins for the doctor. I was wandering in my mind, and fancied<sup>3940</sup> myself still on Sandpeep Island: now we were building our brick stove to cook the chowder; now the sky darkened, and the<sup>3960</sup> squall struck the island; now I gave orders to Wallace how to manage the boat, and now I cried because the rain was<sup>3980</sup> pouring in on me through the holes in the tent. Towards evening a high fever set in, and it was many days before<sup>4000</sup> my grandfather deemed it prudent to tell me that the Dolphin had been found, floating keel upwards, four miles southeast<sup>4020</sup> of Mackerel Reef.

Poor little Binny Wallace! How strange it seemed, when I went to school again, to see that empty<sup>4040</sup> seat in the fifth row! How gloomy the playground was, lacking the sunshine of his gentle, sensitive face! One day a<sup>4060</sup> folded sheet slipped from my algebra: it was the last note he ever wrote me. I could not read it for the tears.

What<sup>4080</sup> a pang shot across my heart the afternoon it was whispered through the town that a body had been washed ashore at<sup>4100</sup> Grave Point—the place where we bathed! We bathed there no more! How well I remember the funeral, and what a piteous<sup>4120</sup> sight it was afterwards to see his familiar name on a small headstone in the Old South Burying-Ground!

Poor little<sup>4140</sup> Binny Wallace! Always the same to me. The rest of us have grown up into hard, worldly men, fighting the fight,<sup>4160</sup> of life; but you are forever young, and gentle,

and pure; a part of my own childhood that time cannot wither; always<sup>4180</sup> a little boy, always poor little Binny Wallace! (4190)

## Key to O. G. A. Test

If you wish to win acclaim in any field of action, the secret is to improve your mind and make your work better.<sup>20</sup> Turn the full force of your talent or effort to producing a better product or doing a better job.<sup>40</sup> Do not find fault with the work of others. To tear down the success of others is, finally, to bring yourself down.<sup>60</sup>

If you would make of yourself a power, you need all of your endeavor for the building process; you cannot afford<sup>80</sup> to waste the least of this effort.

You know that the world wants the best; therefore, produce the best and you will have more<sup>100</sup> opportunities than you can take advantage of. Real worth can and will prove itself if given the chance. (119)—From "Business Inspirations" by Christian D. Larson.

## Improving Farming Methods

A Talk Issued by the Public Education Commission of the American Bankers Association

(The correct word from each pair of words in type in the shorthand plates appears here in italics. All other words can be read by any student who has completed the first eight chapters of the Manual.)

(Concluded from the May issue)

It pays to select the best seed for planting purposes. It costs as much to prepare the ground for *poor* seed as for<sup>20</sup> the carefully *selected* kind; expenses of harvesting are about the same. But *results* in yield are so<sup>40</sup> entirely different that one can say that the difference between profitable and *unprofitable* farming<sup>60</sup> is often the difference between good and bad seed.

What has been said regarding the *selection* of seed *applies*<sup>80</sup> also to the selection and breeding of live stock. It is not only the quantity but the quality of<sup>100</sup> milk, not only the quantity but the quality of wool that is important. *Farm* agents have *conducted* feeding<sup>120</sup> *demonstrations* showing how, by more careful selection and breeding, the farmer may materially increase<sup>140</sup> his *income* from cattle fed for the market. It costs as much in labor and feed to keep "scrub stock" as it does<sup>160</sup> to take care of the finer breeds. Banks stand ready to finance the *purchase* of or breeding of the better *grade* of<sup>180</sup> live stock of all kinds. In this connection mention should be made of the Boys and Girls Club organizations—a<sup>200</sup> banker-farmer project, promoted by thirty-six state *bankers associations*. Members of Boys and Girls Clubs compete<sup>220</sup> in producing the best yield of corn, potatoes, and other farm



## RECOMMENDED



# Equipment Services Supplies

*The products and services listed on this page have been investigated and Business Education World certifies them as represented and recommends them*

### ADDING MACHINES

**SUNDSTRAND, Model 8142:** This machine is hand-powered, has only one bar, is so simple to operate that one student can teach another, is low in cost and yet fulfils every mechanical bookkeeping function. Write for further information to Underwood Elliott Fisher Sundstrand, 342 Madison Avenue, New York, N. Y. Price to schools, \$202.50.

### CALCULATING MACHINES

**BURROUGHS, Model 5 05 05 (hand operated):** Made by Burroughs Adding Machine Company, Detroit, Michigan (Sales agencies in all principal cities). Used in schools for the teaching of calculating machine operation and the working of commercial arithmetic and bookkeeping problems. More information will be supplied on request. Its price to schools is \$72.

### CARBON PAPER FOR TYPING PROJECTS

**F. S. WEBSTER'S MICROMETRIC:** This carbon paper is specially packaged for student's use, three sheets to a pack, wrapped in cellophane, and is sold only by The Gregg Publishing Company. For information or samples address The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y. Price to schools, only 7½ cents the pack.

### DUPLICATORS

**PORTABLE DITTO:** This model is completely satisfactory if the problem is one of instructing students in the gelatine process of duplicating. Its low cost fits in with the most limited commercial department budget. For information write to Ditto, Inc., Harrison Street at Oakley Boulevard, Chicago, Ill. School price, \$36.00.

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## Short Stories in Shorthand

### Big City Prices

"How much is a ticket to Kansas City?"  
 "Eight dollars and thirty cents."  
 "Gosh, everything is high here. They sell<sup>20</sup> 'em for \$4.85 up to Ponca City." (31)

### Getting His Goat

Town Wag: Can you imagine anyone going to bed with his shoes on?  
 Newcomer (*in great astonishment*): And<sup>20</sup> who does that?  
 Town Wag: My horse. (25)

### At the Crossroads

"What's happened, George?" she asked her husband, who had got out of the car to investigate the precise nature of the<sup>30</sup> trouble.  
 "Puncture," he said briefly.  
 "You ought to have been on the lookout for this," was the helpful remark. "You remember<sup>40</sup> the guide warned you there was a fork in the road." (49)

### A Believer in Signs

An elderly farmer drove to town one day and hitched his team to a telegraph post.  
 "Here," exclaimed a burly<sup>30</sup> policeman, "You can't hitch there!"  
 "Can't I?" shouted the irate farmer, "Well,

why have you got a sign up 'Fine for hitching'?" (39)

### One Day Last Summer

"That's a skyscraper," announced the guide.  
 "Oh, my," exclaimed the old lady, "I would love to see it work." (16)

## Gregg Shorthand Teachers' Certificates

(Continued from page 687)

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